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ABSTRACT

Project GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) encourages disadvantaged youth to stay in school and prepare for college. To gather baseline information on incoming seventh-grade students' and parents' awareness of, interest in, and aspirations for students' postsecondary education, surveys were administered to 2,454 students and their parents in 29 middle schools in 9 rural West Virginia counties. This report summarizes findings from the surveys, administered in February 2000. Findings are presented in a regional overview, followed by significant county differences. The findings indicate that: (1) parents played an important role in their child's education; (2) students were willing to admit they needed academic help and were open to participating in enrichment opportunities; (3) most students recognized the benefits of postsecondary education and believed their parents wanted them to attend college, but were unsure of their own aspirations; (4) students viewed poor grades and limited finances as the biggest obstacles to continuing their education; (5) students viewed parents as the most important source of educational information, but few parents were familiar with postsecondary entrance requirements; and (6) parents and students were both disinclined to believe that students would receive scholarships. Recommendations are made for increasing student and parent awareness of, and interest in, postsecondary education. Appendices present the survey form with summary responses, and explanatory comments on significant chi-square items from the surveys. (Contains 14 references.) (TD)

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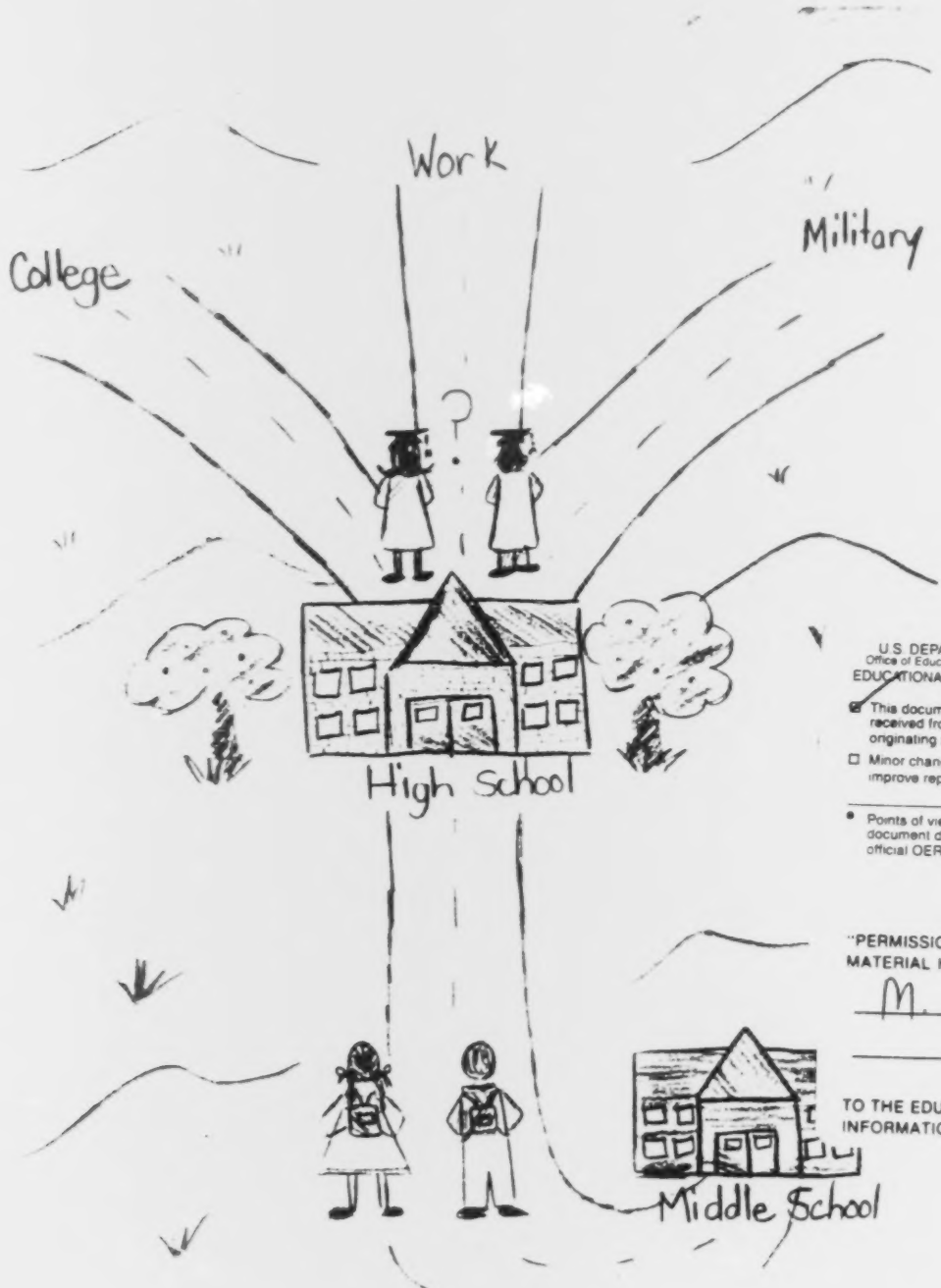


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# Student and Parent Awareness of and Aspirations for Postsecondary Education:

## Fairmont State College GEAR UP Project, Year 1

July 2000

Kimberly S. Cowley

AEL, Inc.
Charleston, West Virginia

RC 022601

AEL's mission is to link the knowledge from research with the wisdom from practice to improve teaching and learning. AEL serves as the Regional Educational Laboratory for Kentucky, Tennessee, Virginia, and West Virginia. For these same four states, it operates both a Regional Technology in Education Consortium and the Eisenhower Regional Consortium for Mathematics and Science Education. In addition, it serves as the Region IV Comprehensive Center and operates the ERIC Clearinghouse on Rural Education and Small Schools.

Information about AEL projects, programs, and services is available by writing or calling AEL.

Post Office Box 1348
Charleston, West Virginia 25325-1348
304-347-0400
800-624-9120
304-347-0487 (fax)
aelinfo@ael.org
http://www.ael.org

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## EXECUTIVE SUMMARY

In 1999, the U.S. Department of Education funded 21 state and 164 partnership grants for Project GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs). These grants focused on encouraging disadvantaged youth to have high expectations, to stay in school, and to take academically rigorous courses to prepare them for college. Fairmont State College (FSC) received the sixth largest grant nationwide and was the only West Virginia recipient.

FSC's partnership grant includes early intervention, partnership, and scholarship components for its mostly rural constituents. Collaborating agencies include nine county boards of education (Barbour, Doddridge, Harrison, Marion, Monongalia, Preston, Randolph, Taylor, and Tucker) and a number of state, business, and organizational partners. The grant initially funds academic and support services for seventh grade students and their parents and follows those students through the following four years. In addition, a new pool of seventh graders is added each successive year. Typical activities include tutoring, mentoring and counseling, after-school and weekend activities, summer camps, financial planning and college awareness sessions for parents, educational classes for parents, curriculum guides, staff development and training, support equipment and motivational materials, and internships.

As part of its GEAR UP grant, Fairmont State College contracted with AEL, Inc., to administer and analyze surveys to gather baseline information on incoming seventh-grade students' and parents' awareness and perceptions of, interest in, and aspirations for students' postsecondary education. This report summarizes findings from the administration of the surveys in February 2000 in 29 middle schools within the nine-county region. The main objectives are to analyze and summarize regional data and to determine if any significant differences exist at the county level by survey.

Three surveys were used for data collection—two different student surveys and one parent survey (one copy for mothers and one copy for fathers). One student survey and the parent survey were provided by the federal funding agency, while FSC and AEL developed the second student survey. The AEL/FSC student survey contains 40 items, the federal student survey contains 26 items, and the federal parent survey contains 34 items, all with both selected-response and open-ended items. To assess the degree to which items measure the same construct (internal consistency), Cronbach Alpha reliability estimates were computed for this set of respondent scores: the AEL/FSC student survey coefficient was .39, the federal student survey coefficient was .68, the federal parent survey coefficient for mothers was .76, and the federal parent survey coefficient for fathers was .79. A Student Demographic Cover Page was developed to gather demographic information on the student and parents, as well as coding information.

In January 2000, AEL staff photocopied the final surveys and assembled student packets (containing a cover page, an AEL/FSC student survey, a federal student survey, and two copies of the federal parent survey) to be distributed to school staff at a February meeting. At the February meeting, each participating school received an appropriate number of student packets, as well as postage-paid mailing envelopes for returning the completed surveys to AEL. A total of 3,000 student packets were distributed at the meeting (2,620 students plus extras).

An AEL staff member attended the workshop and instructed county and school staff on how to administer the surveys in the schools. Teachers were to complete the demographic cover page, transfer the corresponding identification number to all four surveys, and then remove the cover page

before distributing the packets to students. The cover pages were then to be stored by the GEAR UP coordinator at each school. Students were given time during a class period to complete both of their surveys and were instructed to take the parent surveys home for their parents to complete and then return them to their teacher. After all surveys for a school were completed and returned, a staff member packaged the materials in the envelopes provided, and mailed them to AEL.

While no specific deadline was given for returning the completed surveys, school staff were urged to administer them as soon as feasible so that planning for GEAR UP activities could be finalized and project implementation could begin. Of the 29 participating schools, 13 returned their surveys in February, 10 in March, and 3 in April. All of these data are included in this annual report. However, both of the schools in Tucker County and one school in Preston County did not return their surveys until the first week of June, precluding the data from being included in this report. Therefore, the total student sample for this report was 2,454.

Databases were created using SPSS Windows for each of the surveys and temporary staff were hired and trained to enter the data. Response rates varied by type of survey. A total of 2,284 usable AEL/FSC student surveys were received (93% return rate), while 2,271 federal student surveys were received (92% return rate). As expected, parent participation was lower: 1,840 surveys were received from students' mothers (75% return rate) and 1,464 surveys were received from students' fathers (60% return rate).

In order to provide timely data to FSC staff for finalizing GEAR UP activities, data analyses and summarization were completed by mid-April 2000. County-specific summaries were prepared on survey facsimiles, with response percentages printed in red ink to aid readability. On May 26, three complete sets of the eight county summaries (including paper and disk versions) were transmitted to FSC staff: two sets for use at FSC and one set to be distributed among the county GEAR UP coordinators. In addition, county-specific summaries were included for each of the 26 participating schools.

Once county-specific analyses were completed, the files were merged to gain a regional view by survey and to determine if significant differences exist among counties by survey. Frequencies and percentages were calculated for all survey items. Inferential analyses included both parametric and nonparametric methods for this representative sample of seventh-graders over a one-year period. Parametric analysis included One-Way Analysis of Variance (ANOVA) on interval-level data from the parent survey and the AEL/FSC student survey to determine if significant differences exist among counties, utilizing Tukey post hoc comparisons to pinpoint those differences. Nonparametric analyses included the Kruskal-Wallis *H* test (ANOVA equivalent) on ordinal-level data from all surveys to determine if significant differences exist among mean county rankings and the chi-square ($x^2$) test of independence on nominal-level data from all surveys to determine if items are independent of county designation. Only significant differences (alpha level of .05 or less) are reported for these statistical procedures.

Findings are presented first in a regional overview, followed by a discussion of significant county differences. The regional summary presents findings by each type of survey and includes narrative text and 12 figures. The county differences by survey follows, resulting in narrative text and 13 tables. Significant differences by county occurred in 62 of 143 chi-square tests of independence and 37 of 59 Kruskal-Wallis *H* tests; none of the 9 ANOVAs were significant.

Conclusions are drawn from both the regional summary and the county comparisons. Some of the key regional conclusions follow.

- Parents are playing an important role in their child's academic progress. Nearly all the students report that a parent (more often a mother) is the person who most frequently helps them with homework and parents themselves report occasionally helping their child with homework.
- Overall, students seem fairly confident of their academic ability and believe that they are good students. Nearly three fourths believe that they have good study skills and that they are doing well in specific subjects. Their main reasons for not doing well are not completing all the required homework or in-class assignments and not understanding the topics.
- Students are willing to admit they need academic help and are open to participating in enrichment opportunities. More than half of the students want help with some of their classes, most frequently math. More than one third are interested in attending an after-school tutoring program and more than two thirds are interested in having a mentor.
- Students seem to be more willing to take some college-preparatory courses than others. Three fourths of the students plan to take algebra, foreign language, and chemistry in the future; two thirds plan to take physics; and only about half plan to take calculus and trigonometry.
- Most students seem to recognize the benefits of postsecondary education. Nearly all students agree that postsecondary education is important, feel that they have the ability to successfully attend college, and acknowledge that college graduates earn more money.
- Nearly three fourths of the students believe that further education is needed after high school to get a satisfying job and believe that they will continue their education. They also believe that their parents want them to go to college. However, students seem to be unsure of their own aspirations, since more than two thirds do not know exactly what education level they will achieve.
- Nearly one third of the students indicate they want careers in the fields of medicine, sports, or education—most of which will require postsecondary education. They view poor grades and limited finances as the biggest obstacles to continuing their education.
- Overwhelmingly, students view parents as the most important source of educational information. This may lead to incomplete information, though, since fewer than one third of the parents are familiar with the entrance requirements for postsecondary institutions.
- Parent and student viewpoints are similar regarding students' perceived ability to afford college. About half of the students and parents believe the student either probably or definitely will be able to afford to go to college.
- Parents and students show a wide range of familiarity with financial aid sources and both groups are disinclined to believe that students will receive scholarships. Students are much less likely to believe that they will obtain scholarships than they are to be aware of them. Fewer than one third of the parents believe that their child can receive Pell grants, work-study, or scholarships.
- Mothers report being more interested in attending free educational workshops on identified topics than fathers. More than half of the mothers report interest in topics such as computers, college preparation or financing, and understanding and communicating with teenagers, compared to only one third to half of the fathers. Both groups report least interest in academic workshops or GED preparation.

The GEAR UP project can make a substantial difference in West Virginia students' lives by working to alleviate some of the educational problems within the state. Based on the findings and conclusions presented in this report, the following recommendations are made to the Fairmont State College GEAR UP staff in the interest of increasing students' and parents' awareness of and interest in postsecondary education.

- Increase student willingness to complete homework and in-class assignments to help overcome poor grades.
- Establish tutoring and mentoring programs and encourage student participation.
- Encourage more students to plan on taking higher-level academic courses, especially focusing on physics, calculus, and trigonometry.
- Work with students to help improve their attitudes about college and to eliminate their perceived inability to attend. Emphasize the importance of taking more challenging college-preparatory courses to prepare for postsecondary education.
- Help all students understand that college is a viable option for them and provide information about degree requirements for various career choices.
- Provide students and parents with information about and entrance requirements for postsecondary institutions. It is critical that parents have correct and up-to-date information, since students most often obtain their information from them.
- Provide students and parents with information about and requirements for various financial aid sources for financing postsecondary education.
- Establish a schedule of educational workshops for parents that focus on college preparation and financing, computer use, and understanding and communicating with teenagers.
- Help students identify potential job opportunities within the state to help curb outward migration.
- Increase parent involvement in school activities.
- Increase parent interaction (especially fathers) with children's teachers.
- Include items related to the eight fundamental components of student aspirations in the next version of the AEL/FSC student survey. These components include achievement, belonging, curiosity, empowerment, excitement, mentoring, risk taking, and self-confidence.

# INTRODUCTION

## GEAR UP Description

In August 1999, President Clinton announced $120 million in GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grants to 21 states and 164 partnerships of colleges and middle schools across the country (Office of the Press Secretary, 1999). These U.S. Department of Education-funded grants were to encourage disadvantaged youth to have high expectations, to stay in school, and to take academically rigorous courses to prepare them for college. GEAR UP differs from other federal programs in that it

- begins no later than the seventh grade to help ensure that students take appropriate college preparatory courses and follows them through high school
- transforms schools by working with entire grades of students (cohort or whole-grade approach) to provide a comprehensive array of services including mentoring, tutoring, counseling, strengthening the curriculum, professional development for teachers and staff, parent involvement, after-school programs, summer academic and enrichment programs, and college visits
- leverages local resources by encouraging colleges to partner with low-income middle schools and leverages nonfederal resources with a 1-for-1 match requirement
- provides college scholarships and 21st Century Scholar Certificates (early notification of students' eligibility for financial aid)
- bolsters state efforts by supporting early college preparation programs (Office of the Press Secretary, 1999)

Fairmont State College (FSC) received the sixth largest grant nationwide for 1999-2000 and was the only West Virginia recipient. Grant criteria included a demonstrated need for funding as reflected by poverty levels, gross income levels, college-going rates, and academic preparedness; critical components of early intervention efforts, activities to promote college preparation, and parent involvement; and a demonstrated commitment of partners (FSC, 1999).

## Fairmont State College GEAR UP Grant

The FSC partnership grant aims to promote the academic advancement of higher education among youth by increasing their interest in and academic preparation for college. Specific purposes include

- giving more low-income students the skills, encouragement, and preparation needed to pursue a postsecondary education

- contributing to the reform and improvement of schools
- increasing the number of low-income students who are prepared to go to college and succeed
- strengthening academic programs and student services at participating schools
- building an academic pipeline from high school to college
- developing effective and enduring alliances among schools, colleges, students, parents, government, and community groups
- improving teaching and learning
- raising standards of academic achievement for all students (FSC, 1999)

Fairmont's five-year grant includes early intervention, partnership, and scholarship components for its mostly rural constituents. Collaborating agencies include nine county boards of education (Barbour, Doddridge, Harrison, Marion, Monongalia, Preston, Randolph, Taylor, and Tucker) and a number of state, business, and organizational partners. Of the 48 schools within the nine-county region served by the grant, 29 (60%) have a *rural* Johnson code, a system used by the National Center for Education Statistics (2000) to assign locale types. Of the remaining 19 schools, 16 (33%) are classified as *small town* and 3 (6%) as *large town* (all in Monongalia County). Further, all 55 of West Virginia's counties have been classified as *Appalachia* by the Appalachian Regional Commission (2000).

The FSC GEAR UP grant initially funds academic and support services for seventh-grade students and their parents in the nine participating counties and follows those students through the following four years. In addition, a new pool of seventh graders is added each successive year. By the end of the five-year funding cycle, the majority of the high school population would have participated in GEAR UP directly or at least benefitted from the overflow effect of having a GEAR UP presence in each middle and high school. At this point, core elements of GEAR UP will have been institutionalized and systemic and environmental changes implemented in all 48 middle and high schools in the nine-county area. Typical activities include but are not limited to

- students (after-school tutoring, mentoring and counseling, after-school and weekend activities, and summer camps)
- parents (financial planning, college awareness, educational classes, and transportation assistance)
- staff (curriculum guides, staff development and training, support equipment and motivational materials, and internships) (FSC, 1999)

**Purpose and Objectives of Study**

As part of its scope of work in the GEAR UP grant, Fairmont State College contracted with AEL, Inc., to administer and analyze student and parent surveys to gather baseline information on incoming seventh-grade students' and parents' awareness and perceptions of, interest in, and aspirations for students' postsecondary education. This report summarizes findings from the first administration of the surveys in February 2000 in 29 middle and junior high schools within the nine-county region. The main objectives are to analyze and summarize regional data and to determine if any significant differences exist at the county level by survey. The primary audiences are FSC staff and GEAR UP funders. Secondary audiences include West Virginia GEAR UP partners, AEL staff, and others interested in student and parent aspirations.

**Review of Literature**

Student aspirations extend far beyond individual dreams or ambitions. Instead, aspirations encompass individual and family educational goals, career choices, and self-concept. Quaglia and Perry (1993, p. 2) define aspirations as being composed of two components: inspiration and ambitions. "*Ambitions* represents an individual's ability to look ahead and invest in the future. *Inspiration* can be described as the individual's ability to invest the time, energy, and effort presently to reach their ambitions." (For a historical perspective on the aspirations construct, see Quaglia and Cobb's "Toward a Theory of Student Aspirations," *Journal of Research in Rural Education, 12*[3], 127-132.)

Researchers at the National Center for Student Aspirations have identified eight conditions that support high levels of aspirations in youth: achievement, belonging, curiosity, empowerment, excitement, mentoring, risk taking, and self-confidence (Plucker & Quaglia, 1998). The authors state that these conditions "provide an interpretive template that frames how students can be viewed and how schools can positively support . . . the development of student aspirations" (p. 253).

Adolescence is characterized by emotional, physical, cognitive, and social transformations. As patterns of thoughts or choices emerge, youth begin to gain a picture of "who they are," which is essential for school to have meaning and purpose. Schools can help facilitate that transformation by providing an environment conducive for students to learn how to usefully and productively manage their time, energy, and efforts in ways that are meaningful to them for the future and yet enjoyable to them in the present (Quaglia & Perry, 1993). Educators can try to influence aspirations with inspiration, realism, and respect (Sizer, 1996). Schools can achieve this, according to Sizer, by attracting "interesting" staff with aspirations of their own, keeping schools small to allow more than casual interactions, making time for students to pursue interests, providing "aspirer" models from the community, and being flexible. He notes, "Expect every youngster to have a worthy passion of some sort. Work at it, make it a priority, speak about it, make exceptions for it" (p. 126). Quaglia and Cobb (1996) state that youth are pressured toward uniformity by social groups and

schools combat this mind-set by fostering an environment that encourages diversity, excellence, and risk taking among students.

Cobb, McIntire, and Pratt (as cited in Quaglia and Perry, 1993) report that rural youth believe that their parents are more supportive of them taking full-time jobs, attending vocational schools, or joining the service rather than going to college. In addition, Walberg and Greenberg (1996) note that rural youth also face economic decline, limited work opportunities, and increased isolation. Yet youth are a rural community's greatest asset. When youth migrate from their hometowns, rural communities suffer a loss of talent and vitality crucial to the development or maintenance of a desirable future for these communities (Ley, Nelson, & Beltyukova, 1996). Factors affecting out-migration include limited economic opportunities, lack of faith in a community to sustain favorable economic conditions, and a willingness of rural youth to look elsewhere. All of these, combined with overall lower aspirations for postsecondary education, make it more difficult for rural youth to achieve career and economic success within West Virginia.

Howley, Harmon, and Leopold (1996) note that educators and community leaders believe that rural youth are becoming less involved in their hometown communities—this disengagement may reinforce students' inclination to migrate elsewhere. The trick is to encourage and facilitate the development of rural students' aspirations, while at the same time transforming local communities into appealing places where young adults can prosper and grow while contributing to the quality of rural life.

According to Kampits (1996), rural youth have significantly higher graduation rates from high school than urban youth, yet they are less likely to pursue college degrees. In addition, rural youth are less likely than more affluent youth to enroll in more demanding college-preparatory courses and are less likely to graduate from high school with firm plans for the future. She challenges educators to focus on the needs of the students:

> Regardless of high expectations—even regulations—that students will learn and demonstrate specific knowledge and understanding, first they must want to learn, be inspired to learn, and understand why they should learn. In short, they must be full partners, not just subjects, in the learning process. (Kampits, 1996, p. 176)

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# METHODS

## Instrumentation

In October 1999, FSC staff prepared draft parent and student surveys to capture information needed to help prioritize and fine-tune upcoming GEAR UP activities. In November, AEL staff critiqued the surveys, reviewed relevant research, and identified other items to include. AEL staff also investigated the possibility of administering the *Students Speak* aspirations survey developed by the National Center for Student Aspirations for establishing concurrent validity and gaining additional data related to students' aspirations. Due to time constraints, only a very limited pretest was conducted in mid-November for the student surveys, which resulted in no substantive changes. However, in late November, the federal funding agency provided draft parent and student surveys with a strong recommendation to utilize them in data collection. In an effort to meet both federal and regional needs, AEL staff worked to eliminate duplication and to keep survey response time from being too cumbersome for both parents and students. As a result, AEL and FSC made the decision to not administer the *Students Speak* survey, at least for this first year.

In December, the nine-page draft federal parent survey was modified to include relevant items from the Fairmont survey and was then edited and formatted to fit on four pages (two sheets front and back). This survey was to be administered to both a student's mother and father, as applicable. The AEL/FSC and federal student surveys were judged to be different enough to require completion of both forms. Therefore, AEL staff edited and formatted the draft six-page federal student survey to fit on four pages (two sheets front and back). AEL staff also worked with FSC staff to finalize and format their two-page survey (one sheet front and back). Final versions of all three surveys were submitted to FSC staff for a final review in January 2000; all three were approved for use. Further, FSC staff faxed these surveys to the federal funding agency for review and approval, but no response was received.

**Final AEL/FSC student survey.** This survey contains 40 items utilizing a variety of response options, both selected-response and open-ended. Students are asked demographic questions related to their families; open-ended questions about job aspirations and current classes; and yes/no questions about school participation, computer usage, and plans for taking specific courses in the future. Finally, students are asked to rate their level of agreement (*strongly disagree* to *strongly agree*) for 10 items related to current perceptions and plans for life after high school.

Face validity of survey items was assumed, given FSC's need for data on specific topics addressed in the survey. To assess the degree to which items measure the same construct (internal consistency), Cronbach Alpha reliability estimates were computed for this set of respondent scores, both for the region and by county (using interval and ordinal items, excluding demographic items). All coefficients were deemed to be unsatisfactory, ranging only from .10 to .47 (region = .39).

**Final federal student survey.** This survey contains 26 items utilizing a variety of response options, mainly selected-response with only a minimal number of open-ended items. Students are asked to respond to items pertaining to school and school work, plans for the future, knowledge about college, their family, and background information. The last section (5 items) asks about their participation in GEAR UP; students were instructed to leave this section blank since no activities had been conducted to date.

Face validity of survey items was assumed, though no further research on the survey was available. However, the survey was prepared by the federal funding agency and its use strongly recommended. To assess the degree to which items measure the same construct, Cronbach Alpha reliability estimates were computed for this set of respondent scores, both for the region and by county (using ordinal items, excluding demographic items). All coefficients were deemed satisfactory, ranging from .63 to .74 (region = .68).

**Final federal parent survey.** This survey contains 34 items utilizing a variety of response options, mainly selected-response with only minimal open-ended items (for "other" descriptions). Parents are asked to respond to items pertaining to their child, knowledge about college, and background information. The last section (6 items) asks about their participation in GEAR UP; parents were instructed to leave this section blank since no activities had been conducted to date.

Face validity of survey items was assumed, though no further research on the survey was available. However, the survey was prepared by the federal funding agency and its use strongly recommended. To assess the degree to which items measure the same construct, Cronbach Alpha reliability estimates were computed for both mother and father respondent scores, both for the region and by county (using interval and ordinal items, excluding demographic items). For the mother scores, all coefficients were deemed satisfactory, ranging from .68 to .81 (region = .76). The father scores resulted in similar satisfactory coefficients, ranging from .70 to .84 (region = .79).

**Coding sheet.** In addition to the surveys, AEL worked with FSC to develop a coding scheme for the surveys. To keep respondents' identity fully anonymous in the analysis phase, all coding was done at the school level, usually by the teachers themselves. The Student Demographic Cover Page included demographic information for the student and parents, as well as coding information. Identification codes included (1) either the student's Social Security Number or a school-specific identification number, (2) a two-digit county code, (3) a two-digit school code, and (4) a survey-specific number (to differentiate the type of survey). By including these codes on all surveys, it will be possible to compare an individual's responses across surveys throughout the five-year period, as well as link parents' responses to students' responses.

**Data Collection**

The three surveys described above were utilized to gather baseline data from seventh-grade students and their parents from the 29 middle and junior high schools in the nine-county area. The 1999-2000 seventh-grade population for these schools was 2,620. In late January, AEL staff photocopied the final surveys and assembled packets to be distributed to school staff at a February meeting. An AEL staff member delivered the boxed materials to Flatwoods, West Virginia, the first week of February, where they were picked up by an FSC staff member. At the February meeting, each participating school received an appropriate number of student packets, as well as postage-paid mailing envelopes for returning the completed surveys to AEL. Each paper-clipped packet contained five items: a one-page demographic cover page printed on ivory paper, a one-page (front/back) AEL/FSC student survey printed on blue paper, a two-page (front/back) federal student survey printed on green paper, and two copies of the two-page (front/back) federal parent survey printed on orange paper (one for each parent). A total of 3,000 student packets were distributed at the meeting (2,620 students plus extras).

At the meeting, an AEL staff member instructed county and school staff on how to administer the sets of GEAR UP surveys in the schools. Teachers were to complete the demographic cover page, transfer the corresponding identification number to all four surveys, and then remove the cover page before distributing the packets to students. The cover pages were then to be stored by the GEAR UP coordinator at each school (in the few cases where schools inadvertently mailed the cover pages to AEL with the surveys, AEL forwarded them to FSC staff). Students were given time during a class period to complete both of their surveys and were instructed to take the parent surveys home for their parents to complete and then return them to their teacher. After all surveys for a particular school were completed and returned, a staff member packaged the materials in the envelopes provided and mailed them to AEL.

While no specific deadline was given for returning the completed surveys, school staff were urged to administer them as soon as feasible so that planning for GEAR UP activities could be finalized and project implementation could begin. Of the 29 participating schools, 13 returned their surveys in February, 10 in March, and 3 in April. All of these data are included in this annual report. However, both of the schools in Tucker County and one school in Preston County did not return their surveys until the first week of June, precluding the data from being included in this report. Therefore, the total student sample for this report was 2,454. See Appendix A for a completed SEDCAR Standards Checklist, which documents the data collection methods used in this project (Cooperative Education Data Collection and Reporting Standards Project Task Force, 1991).

**Data Analyses**

Databases were created using SPSS Windows for each of the four surveys (two separate student surveys and the parent survey for both mothers and fathers). Temporary staff were hired and trained to enter the data. Data were entered by county into each of the four databases and stored

both on disk and hard drive. As each set of county data was entered, spot-checks were completed by other staff to ensure accuracy. Further, preliminary analyses were run to aid in cleaning the data files. One anomaly that occurred across counties was the duplication of identification codes among students. While not an overwhelming occurrence, investigation is needed to determine if these are simply data entry errors, teachers' coding errors, or if there are multiple students with the same identification number. AEL notified FSC of the problem and is awaiting resolution. For the purpose of this report, however, all data were included and codes entered as given since no matching or linking was necessary for this baseline depiction of students' and parents' views.

Response rates varied by type of survey. A total of 2,284 usable AEL/FSC student surveys were received (93% return rate), while 2,271 federal student surveys were received (92% return rate). As expected, parent participation was lower: a total of 1,840 surveys were received from students' mothers (75% return rate, if one makes the assumption that all students have either a mother or some type of female guardian such as grandmother or stepmother, which is not ascertainable). A total of 1,464 surveys were received from students' fathers (60% return rate, again making the same assumption about male caregivers). Therefore, response rates for parents should be viewed only as estimates of the population. See Table 1 for a breakdown of respondents by county and survey.

Table 1: Number of Respondents by County and Survey

| County | AEL/FSC Student Survey | Federal Student Survey | Federal Parent Survey (Mothers) | Federal Parent Survey (Fathers) |
|---|---|---|---|---|
| Barbour | 202 | 201 | 183 | 144 |
| Doddridge | 80 | 79 | 79 | 63 |
| Harrison | 601 | 598 | 497 | 377 |
| Marion | 441 | 437 | 312 | 245 |
| Monongalia | 197 | 198 | 187 | 155 |
| Preston | 280 | 279 | 223 | 186 |
| Randolph | 335 | 332 | 234 | 193 |
| Taylor | 148 | 147 | 125 | 101 |
| TOTAL | 2,284 | 2,271 | 1,840 | 1,464 |

In order to provide timely data to FSC staff for finalizing GEAR UP activities, data analyses and summarization were completed by mid-April 2000. AEL staff decided that the most user-friendly and informative format would be to report response percentages on facsimiles of the original survey forms. A sample county summary was submitted to FSC staff for review on April 14. After approval was received, county-specific summaries were prepared for each survey, with response percentages printed in red ink to aid readability. On May 26, three complete sets of the

eight county summaries (including paper and disk versions) were transmitted to FSC staff: two sets for use at FSC and one set to be distributed among the county GEAR UP coordinators. In addition, county-specific summaries were included for each of the 26 participating schools.

Once county-specific analyses were completed in mid-April, the files were merged to gain a regional view by survey. As stated earlier, the purposes of this report are to both depict parents' and students' views regionally and to determine if significant differences exist among counties by survey. As noted above, this report does not include data from the three schools whose data were not received until June. However, those data are being entered and summarized; survey summaries will be provided to FSC staff as soon as possible. See Appendix B for a copy of the regional summary by survey.

Frequencies and percentages were calculated for all survey items. Inferential analyses included both parametric and nonparametric methods for this representative sample of seventh-graders over a one-year period. Parametric analysis included One-Way Analysis of Variance (ANOVA) on interval-level data from the parent survey and the AEL/FSC student survey to determine if significant differences exist among counties, utilizing Tukey post hoc comparisons to pinpoint those differences. Nonparametric analyses included the Kruskal-Wallis *H* test (ANOVA equivalent) on ordinal-level data from all surveys to determine if significant differences exist among mean county rankings and the chi-square ($x^2$) test of independence on nominal-level data from all surveys to determine if items are independent of county designation. Only significant differences (alpha level of .05 or less) are reported for these statistical procedures. One caution to keep in mind is that significant differences may be due in part to the large sample size.

## FINDINGS

This section presents findings from administering the surveys to seventh-grade students and their parents in the participating schools within the FSC GEAR UP area. Findings are first presented in a regional overview, followed by a discussion of significant county differences by survey.

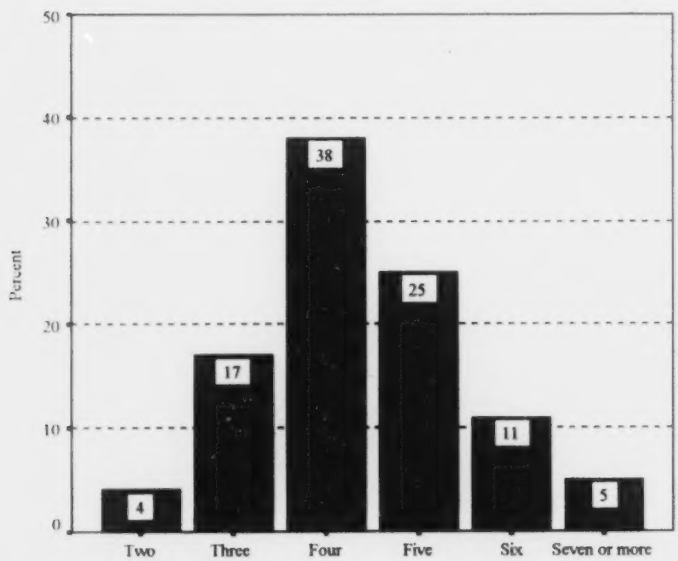
### Regional Overview

#### AEL/FSC Student Survey

A total of 2,284 students responded to this survey. However, due to missing data (skipped items), the number of respondents changes from item to item and is not reported.

Almost half of the student respondents reported having one brother (42%), followed by no brother (30%), and two brothers (18%). The remaining 10% reported having three or more brothers. Similarly, 40% of the students reported having one sister, 34% indicated having no sister, and 17% reported two sisters. The remaining 9% reported having three or more sisters. Thirty-eight percent of the students reported that four people lived in their home, followed by 25% with five members, and 17% with three. The minimum number reported was 2 (4%), the maximum was 12 (<1%). See Figure 1 for a graphical depiction of the percentage of people per home.

Figure 1: Percentage of Number of People per Home



Students were asked what they wanted to be when they grew up. The most common responses were sports (12%) (either an athlete or a sports-related position), doctor (10%), teacher (7%), or undecided at this point (7%). Eighty-one percent thought that their parents wanted them to go to college, 17% were not sure, and only 2% responded negatively. Seventy-seven percent indicated that they wanted to attend college, 16% were not sure, and 7% did not want to attend. Of those 7%, 30% said that college was not important, 26% said that their grades were not good enough, 20% said that they did not have the money, and the remaining 25% provided some other explanation (such as joining the military or just not interested in college). Consistent with the current trend of outward migration of rural youth, fewer than half of the students indicated that they planned to be living in the state (48%) or working in the state (46%) by the time that they were 30.

When asked how they were doing in particular subjects, students' responses were fairly similar: 60% indicated that they were doing well in math, 72% in English, 74% in science, and 73% in history. For those who indicated that they were not doing well in these subjects, their most frequent explanations included

- Math: don't understand (25%), not doing all assignments (13%), too hard (9%)
- English: not doing all assignments (19%), don't understand (9%), too hard (8%)
- Science: not doing all assignments (14%), low test scores (13%), have a C or D (11%)
- History: low test scores (16%), not doing all assignments (11%), don't understand (8%)

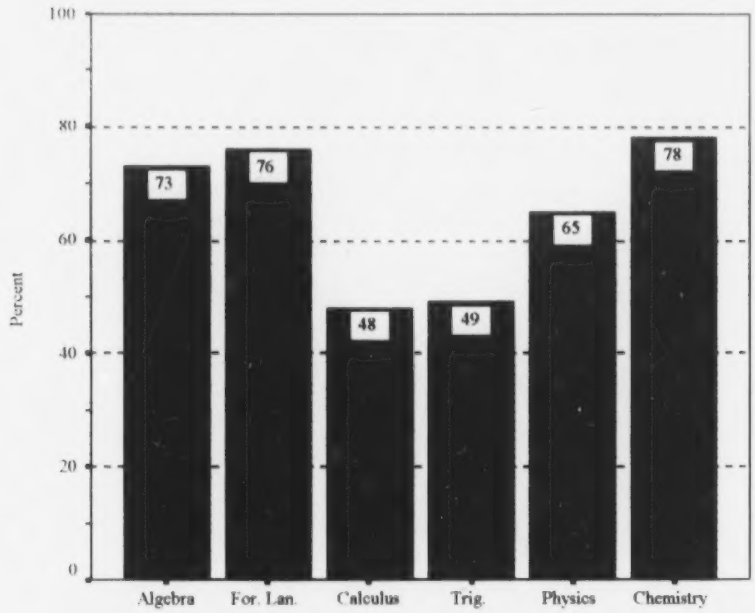
Interestingly, while 75% thought that they had good study skills and the majority indicated that they were doing well in the four subjects mentioned above, more than half (53%) indicated a need for help with some classes. The most frequently mentioned subject was math (38%), followed by English (17%), science (16%), and history (13%). Only 39% expressed an interest in attending an after-school tutoring or helping program, yet 68% were interested in a mentor/buddy. Further, students' impressions of their ability to go to college were quite high, with 90% responding affirmatively.

Participation in school activities varied widely, with 52% indicating participation in sports, 48% in clubs, and 13% in student government. Students identified their most favorite class as math (21%), science (21%), or gym/physical education (8%). When asked to explain their responses, students indicated that these classes were fun or cool (21%), that they liked the subject (12%) or the teacher (12%), or that the subject was easy (12%).

Seventy percent of the students reported having used a computer for either homework or school projects, and 75% have already taken a computer class at school. Further, 70% reported having a computer at home, 77% of whom have Internet access. Seventy-two percent reported that their parents used a computer, as well.

Students were asked if they planned on taking several advanced-level courses either before or during high school. Positive responses included 48% for calculus, 49% trigonometry, 65% physics, 73% algebra, 76% foreign language, and 78% chemistry. See Figure 2 for a graphical depiction of the percentage of students who plan to take these advanced courses.

Figure 2: Percentage of Students Planning to Take Advanced Courses



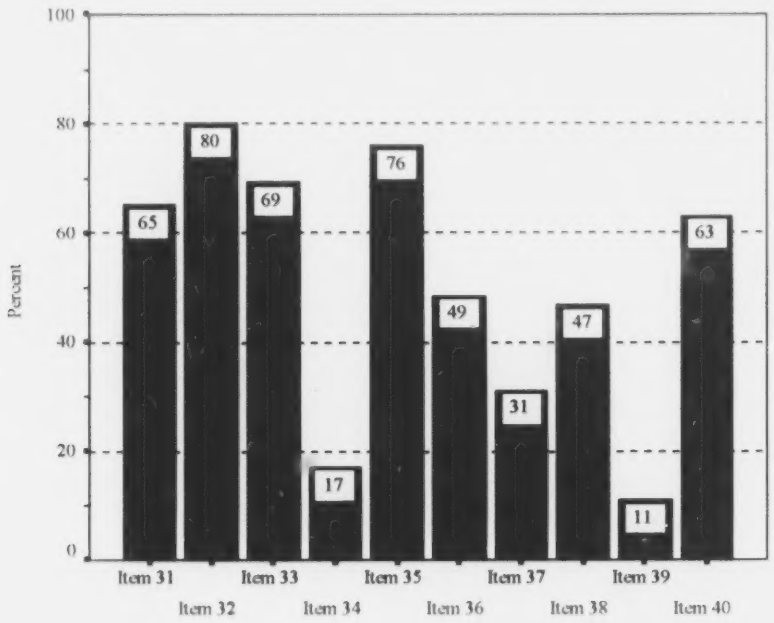

Finally, students were asked to rate their level of agreement for 10 items related to plans after high school. Item 32 (want to make money immediately after high school) received the highest level of agreement (80%). However, this seems to be contrary to the next three items receiving high levels of agreement. Item 31 (65%) states that more education or training is needed after high school to get a satisfying job, Item 33 (69%) that the student plans to continue education after high school, and Item 35 (76%) that continuing education after high school might help the student make career decisions. Perhaps students had not resolved the money versus schooling dilemma, or perhaps they were referring to summer employment to earn money immediately after high school.

Another example of a seeming contradiction among students' views is what actions may help in making career choices. For example, Item 35 states that continuing education after high school may aid decision-making, while Item 38 states getting a job may help in this process. While 76% of the students agreed with Item 35, an additional 47% agreed with Item 38. Perhaps this overlap indicates that students were not viewing these as mutually exclusive solutions.

Students seemed to rely much more on the opinions of family members than friends when making decisions for after high school. Sixty-three percent of the respondents agreed that family advice helped them make decisions (Item 40), yet only 31% agreed that advice from friends helped in this capacity (Item 37).

Finally, nearly half (49%) of the students were anxious to begin working in their career (Item 36), 17% thought that they could get a satisfying job without further education (Item 34), and 11% thought that they would not be able to afford higher education (Item 39). See Figure 3 for a graphical depiction of agreement by item.

Figure 3: Percentage of Student Agreement on 10 Items Related to Plans After High School




**Federal Student Survey**

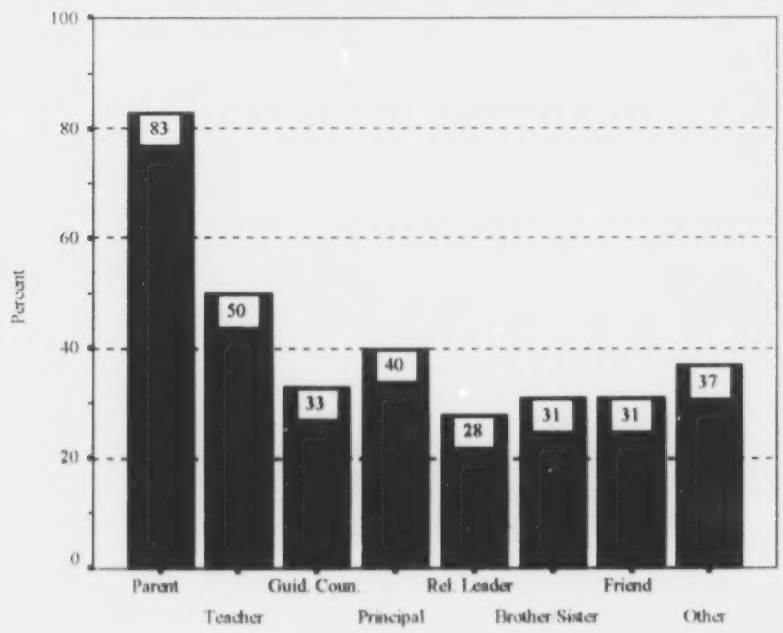
A total of 2,271 students responded to this survey. However, due to missing data (skipped items), the number of respondents changes from item to item and is not reported. The students were divided evenly by gender, with 50% being male and 50% being female. More than half were born in 1987 (53%) and 41% were born in 1986. Eighty-nine percent indicated that they were White, 4% American Indian or Alaska Native, 1% Black or African American, and 6% Other. Most frequently written-in responses for the Other category were Irish or American Indian/White.

By far, students turned to a parent or guardian most frequently for help with homework, as indicated by 89% agreement. Other usual sources of help included a classmate or friend (68%), a teacher (58%), a brother or sister (43%), or another adult (32%). Less frequent sources included tutors, someone who charges a fee, grandparents, aunts, uncles, or cousins.

More than half of the students (63%) perceived themselves as either working harder than other students (51%) or much harder (12%), 32% felt that they did not work as hard as others, and 5% felt that they worked much less hard. Also, 58% classified themselves as good students, 18% as excellent, 22% as fair, and 3% as poor.

Students were asked to indicate how important others' thoughts were relative to their decisions about education. For each of the eight categories (parent, teacher, guidance counselor, principal, religious leader, brother/sister, friend, or other), fewer than half of the students indicated that these opinions were not important. Rated most frequently as very important were parent (83%) and teacher (50%). See Figure 4 for a graphical depiction of the categories classified as very important.

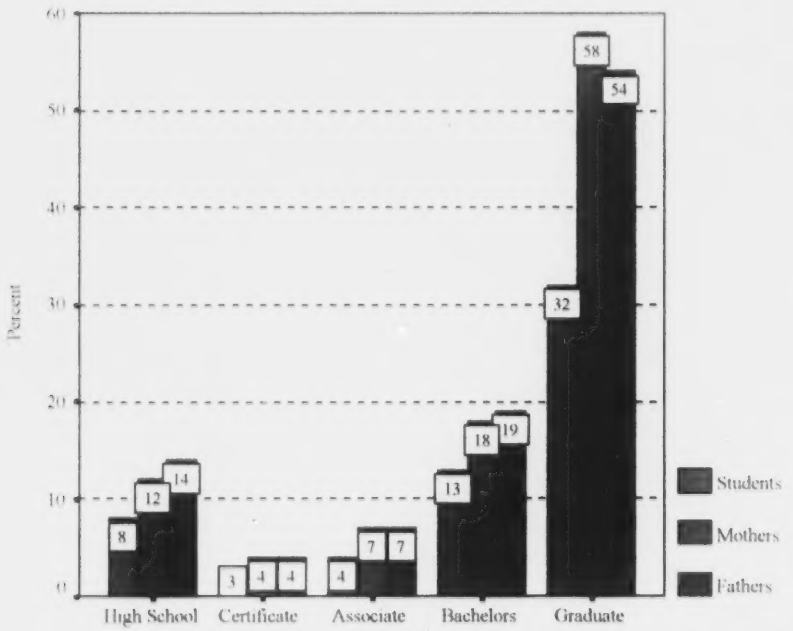
Figure 4: Percentage of People Classified as Very Important for Providing Education Information



Seventy-five percent of the students believed that they would continue their education after high school, 4% said that they would not, and 21% were not sure. Overwhelmingly, most students (92%) were getting information about choices after high school from their parents, followed by teachers (70%), friends (56%), and brothers/sisters (45%). Less frequent information sources included guidance counselors, principals, religious leaders, or others (such as grandparents or other relatives).

Students were asked what level of education they thought they would achieve and what their parents wanted them to achieve. Students most frequently indicated that they did not know what education level they would achieve (41%). Thirty-two percent believed that they would obtain a graduate degree and 13% a bachelor's degree. Fifty-eight percent believed that their mothers wanted them to get a graduate degree, while 54% believed the same for their fathers. Figure 5 shows that response patterns were similar for all degrees except the graduate degree, where parents' perceived expectations were markedly higher than the students' own expectations.

Figure 5: Percent of Students' Perceived Degree Expectations



When asked why they would not continue their education after high school, 25% of the students indicated that expense was the main reason. Additionally, 15% indicated that their grades were not good enough, 12% wanted to join the military, 11% wanted or needed to work, 10% wanted to start a family or take care of existing family members, 8% were not interested, and 2% indicated that a disability prevented them from continuing their education. Seventeen percent of the respondents indicated some other reason prevented them from attending college; however, the majority of their written responses implied that they either definitely would attend college or that they wanted to continue their education. Relatedly, when asked if they would be able to afford to attend college, only 22% definitely agreed. Forty percent said probably, 25% were not sure, 8% doubted it, and 5% said no way.

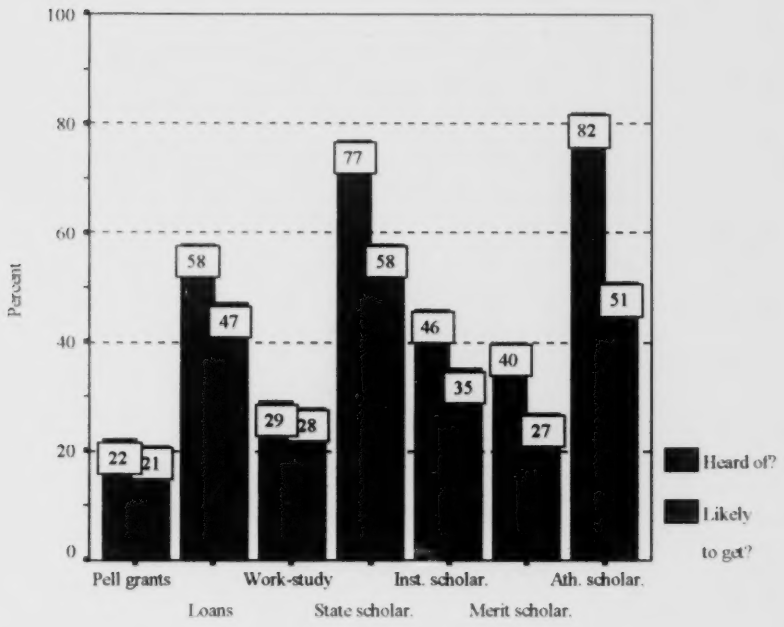
Only 9% of the students have talked with a school counselor about college entrance requirements, 21% have discussed academic requirements with an adult at school, and 45% have discussed academic requirements with an adult at home. Eighty-two percent indicated that they have heard of four-year colleges or universities and 63% indicated that they have heard of both two-year or community colleges and vocational or business schools. An additional 16% were aware of other types of schools such as technical or veterinary.

More than three fourths (76%) indicated that postsecondary education was very important, 15% said it was somewhat important, 3% said it was not important, and 6% did not know. Further, 86% agreed that college graduates earn more money than those without such a degree.

Students were asked if they were aware of a variety of financial aid sources, and if they thought that they were likely to receive them. Respondents were aware of all options, though to varying degrees: athletic scholarships (82%), state scholarships (77%), federal student loans (58%), institutional scholarships (46%), private/merit scholarships (40%), federal work-study (29%), and federal Pell grants (22%). Their perceived likelihood of obtaining these financial packages was very similar to their level of awareness for the federal work-study (28%) and federal Pell grants (21%). For the remaining options, students were less likely to believe that they would obtain such financing than they were aware of the various types of aid: state scholarships (58%), athletic scholarships (51%), federal student loans (47%), institutional scholarships (35%), and private/merit scholarships (27%). See Figure 6 for a graphical depiction of students' awareness of and expectations to receive various sources of financial aid.

About one third of the students believed that one or more of their family members had either attended or completed college—mothers (37%), fathers (31%), and grandparents (27%)—while 18% indicated that a brother or sister had attended or completed college. Interestingly, though, 55% responded that some other relative had either attended or completed college. However, the survey did not include a place for students to identify these other relatives.

Figure 6: Percentage of Students' Awareness of and Expectation to Receive Financial Aid Sources




**Federal Parent Surveys**

A total of 1,840 mothers and 1,464 fathers responded to this survey. However, due to missing data (skipped items), the number of respondents changes from item to item and is not reported. For the mothers' responses, 97% indicated that they were either the mother or female guardian; other responses included grandmother, foster mother, or stepmother. For the fathers' responses, 97% indicated that they were either the father or male guardian; other responses included stepfather and grandfather. For both groups, the most frequently obtained level of education was high school (62% mothers, 67% fathers). Mothers also reported certificate (15%), associate's degree (10%), bachelor's degree (8%), and master's degree (5%). Fathers also reported certificate (11%), associate's (6%), bachelor's (10%), master's (5%), and doctorate (2%). (The certificate response option was between the high school and associate's degree options on the survey.)

Eighty-seven percent of the mothers reported that another adult lived in their home, as did 92% of the fathers. For those other adults, mothers reported that 68% had achieved a high school education, 10% each had obtained a certificate or bachelor's degree, 6% an associate's degree, 4% a master's degree, and 1% a doctorate. Fathers reported that 64% had achieved a high school education, 12% a certificate, 10% a bachelor's, 9% an associate's, and 5% a master's. Twelve percent of each parent group reported that someone in their home was currently attending college.

Responses to ethnicity were almost identical between mothers and fathers. Ninety-six percent of the mothers and 94% of the fathers indicated that they were White, 2% of each group indicated American Indian or Alaska Native, and 1% of each group indicated Black or African American. The remainder selected Other, and wrote in such descriptions as American or American Indian/White.

Parents were asked to estimate how many hours per week their child spent on homework for specific subjects; responses between mothers and fathers were almost identical. About two thirds of both the mothers and fathers reported that their child spent from 1 to 3 hours per week on each of the following subjects: English, science, math, history, and all other subjects. About 15% of both parent groups reported that their child spent from 4 to 6 hours per week on math. Additionally, about 15% of both groups indicated that their child did not do homework for any subject. Overall, about 10% of each group noted that they did not know how much time their child spent on homework or that their child was not taking that particular subject. See Figures 7 and 8 for a graphical depiction of parents' estimates of the time their child spent on homework.

Parents were then asked how often each week they helped their child with homework in various subjects. More variance was noted here between parent groups, with a higher percentage of mothers indicating that they frequently helped their child with homework and a higher percentage of fathers indicating that they never helped. Close to 60% of the mothers indicated that they occasionally helped their child with English, science, math, history, and other subjects; fathers had a slightly lower percentage of occasional help. See Figures 9 and 10 for a graphical depiction of parents' estimates of the time they spent helping their child with homework.

Parents' viewpoints were similar on how hard they believed their child works in school. Forty-eight percent of the mothers and 54% of the fathers indicated that their child worked harder than other students and 9% each indicated much harder. Respectively, 37% and 34% of the mothers and fathers felt that their child did not work as hard as others and 4% and 5% perceived that their child worked much less hard. Also, 46% and 48% of the mother and father respondents, respectively, classified their child as a good student; 32% of the mothers and 33% of the fathers said their child was excellent. Twenty percent of the mothers and 17% of the fathers felt that their child was a fair student; only 3% of mothers and 2% of fathers said that their child was a poor student.

Four percent of both the mothers and the fathers indicated that they had talked with their child's school counselor about high school graduation requirements. About one fourth (25% mothers, 24% fathers) felt that they had enough information about such requirements.

Fathers had a higher percentage of never meeting with their child's teachers, with nearly half (47%) compared to 26% of the mothers. Mothers reported higher percentages for all remaining response options: once (17% compared to 13% of fathers), few times (30% compared to 24%), occasionally (22% compared to 14%), and frequently (4% compared to 2%). In general, more than half (52%) of the mothers indicated that they met with their child's teachers either a few times or occasionally, while only 38% of the fathers made this claim. For both groups, the major purpose of such meetings was to discuss their child's overall academic performance (69% of mothers, 66% of fathers).

Figure 7: Percentage of Mothers' Estimate of Child's Time Spent on Homework

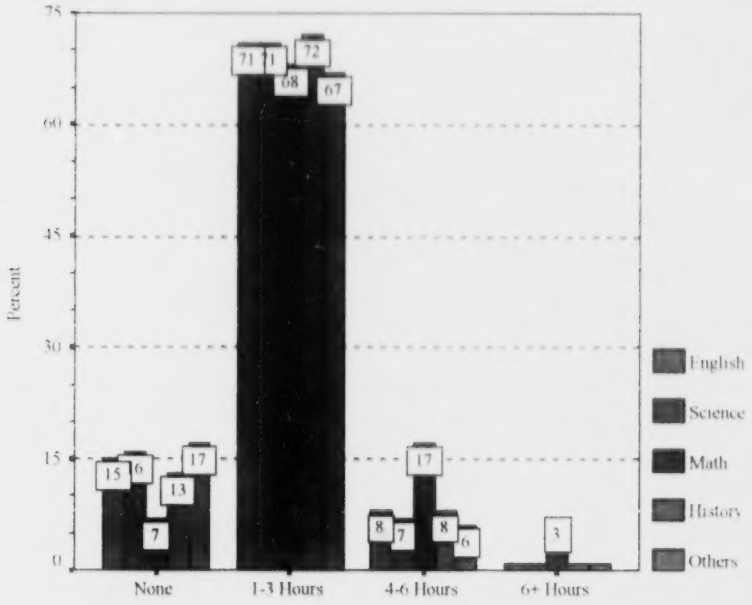



Figure 8: Percentage of Fathers' Estimate of Child's Time Spent on Homework

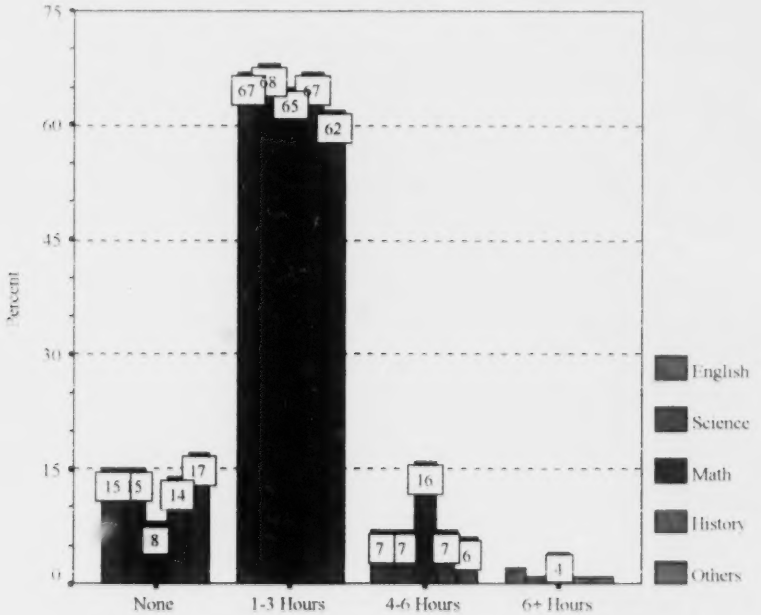


Figure 9: Percentage of Mothers' Time Spent Helping Child with Homework

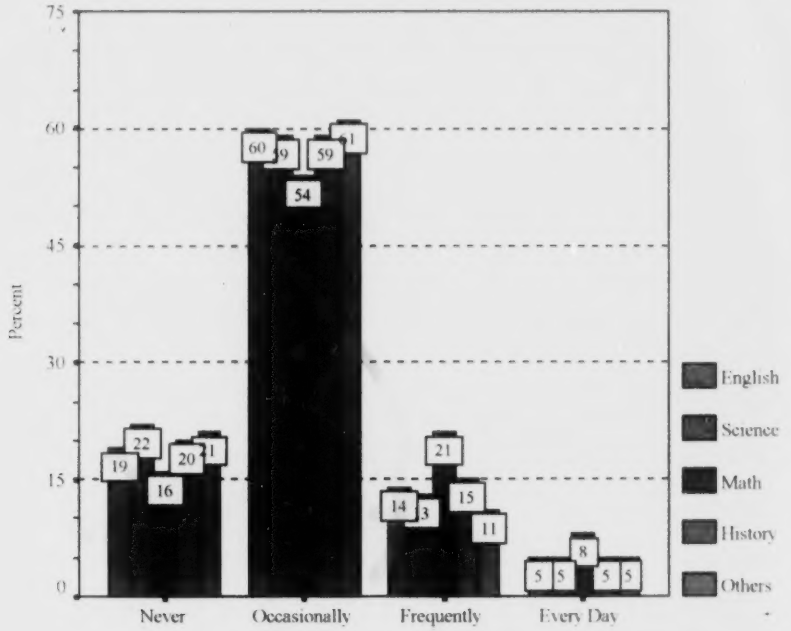
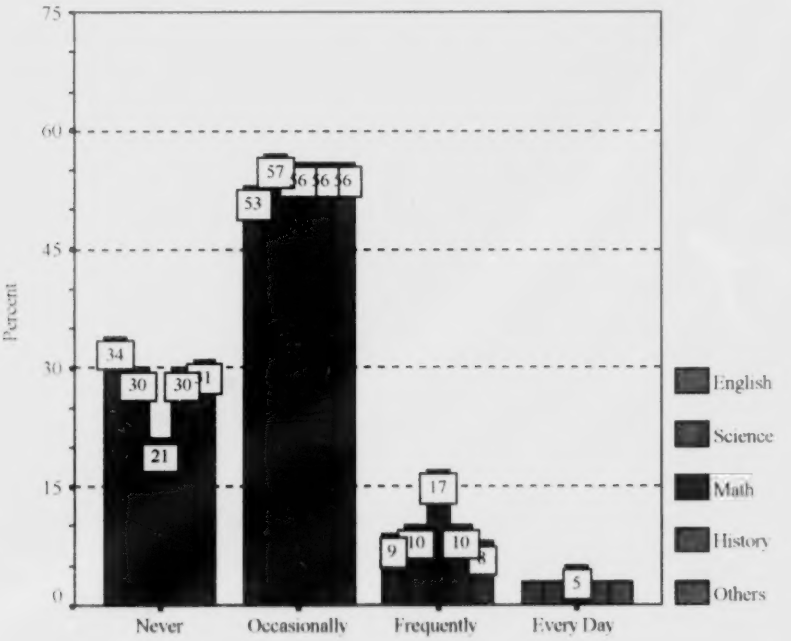



Figure 10: Percentage of Fathers' Time Spent Helping Child with Homework



Thirty percent of the mothers and 24% of the fathers indicated that they were involved in activities at their child's school. About three fourths of the mothers and fathers (72% and 75%, respectively) reported that they were satisfied with the education that their child was receiving, while 12% of the mothers and 9% of the fathers felt very satisfied. About equal percentages indicated that they were either dissatisfied (14% mothers, 13% fathers) or very dissatisfied (2% mothers, 3% fathers).

Only 1% of the mothers and 2% of the fathers reported that they had already discussed college entrance requirements with their child's school counselor. And, fewer than 30% of the mothers and fathers agreed that they were familiar with the entrance requirements for postsecondary institutions. Eighty-five percent of the mothers and 76% of the fathers noted that they had already talked with their child about attending college. Further, 14% of the mothers and 12% of the fathers reported having already visited college campuses with their child.

Parents were asked to provide cost estimates for their child to attend a two-year public college, a four-year public college, and a four-year private college. Median estimates were identical for both groups: $5,000 for two-year public, $10,000 for four-year public, and $20,000 for four-year private colleges (averages not reported due to several extremely out-of-range responses). These figures are very close to the national out-of-state estimates of $4,621 for two-year public, $8,018 for four-year public, and $19,970 for four-year private colleges (Snyder and Hoffman, 2000). It is not known whether parents' estimations were based on out-of-state or in-state assumptions.

About one third of the parents reported that they were saving money for their child's college education (34% mothers, 36% fathers). Nearly half of both groups (45% mothers, 46% fathers) thought that their child probably or definitely would be able to afford to attend college. About one third (35% each group) were not sure, while about 20% of both mothers and fathers either doubted or were positive that their child would not be able to afford to go to college.

Mothers' and fathers' responses were slightly different when asked if they thought that their child would likely qualify for various types of financial aid for education beyond high school. A slightly higher percentage of mothers believed that their child would qualify for federal Pell grants, student loans, and work-study, while a slightly higher percentage of fathers believed that their child would qualify for state, institutional, merit, or athletic scholarships. Parents viewed student loans as the most likely source of financial aid for which their child would qualify (48% mothers, 46% fathers). See Figure 11 for a graphical depiction of parents' estimates of financial aid sources.

Finally, parents were given a listing of potential topics for free workshops and were asked to indicate which they would be interested in attending. The mothers were consistently more interested in each topic than the fathers. Both groups most frequently selected Understanding Computers and the Internet, Preparing for College - A Parent's Course, Understanding College Requirements, Understanding Financial Aid and Scholarships, Understanding the Teenage Years, How to Help Kids Study, and How to Know the Signs of a Troubled Teen. See Figure 12 for a graphical depiction of the seven workshop topics of most interest to parents.

Figure 11: Percentage of Parents' Estimates of Financial Aid Sources for Their Child

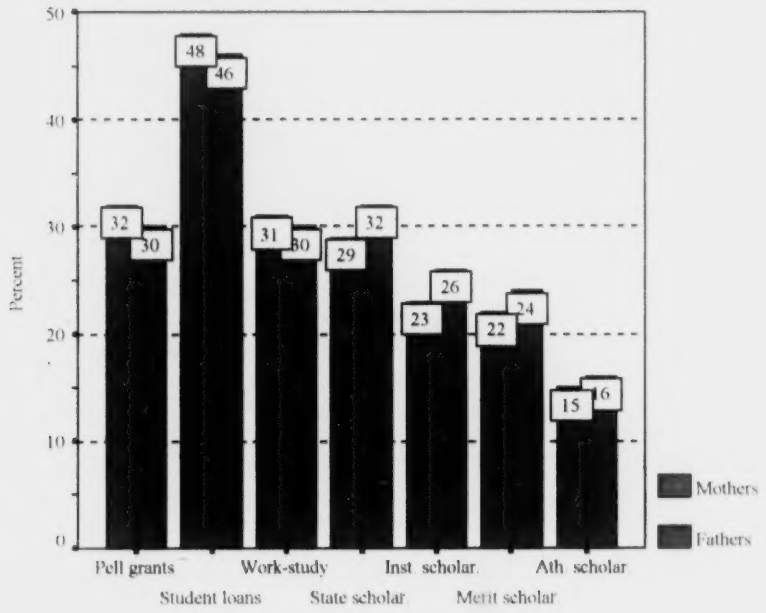
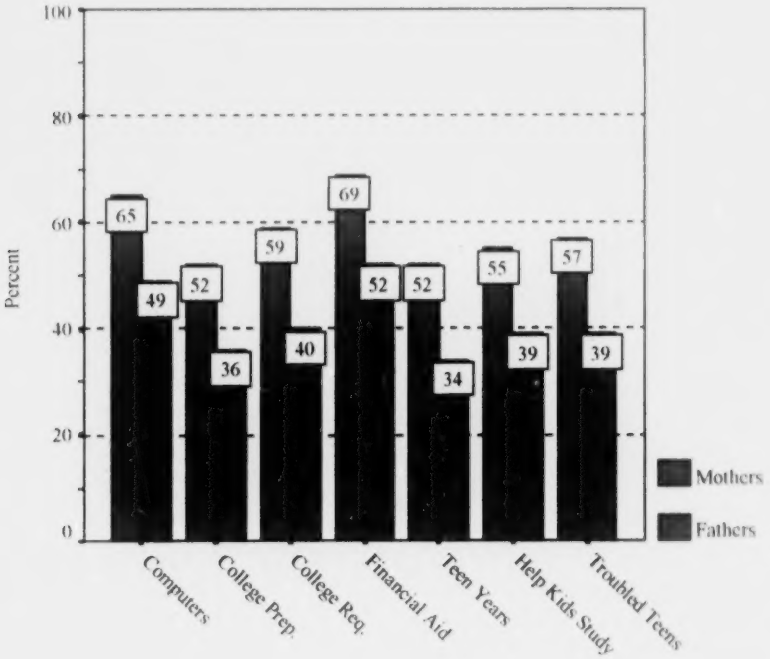



Figure 12: Percentage of Seven Workshop Topics of Most Interest to Parents



## County Differences by Survey

In order to determine if responses to nominal-level survey items are independent of county designation, chi-square ($x^2$) tests of independence were conducted. In order to determine if significant differences exist among counties by surveys, Kruskal-Wallis *H* tests were conducted on ordinal-level items and One-Way Analyses of Variance (ANOVAs) were conducted on interval-level items. Findings from these analyses are presented below for each type of survey.

### AEL/FSC Student Survey

**Chi-Square tests.** Tests of independence for 27 nominal-level items with yes/no response options resulted in 26 significant $x^2$ values for this survey, indicating that a relationship does exist between these survey items and county designation. See Table 2 for further statistical detail. While this method does not lend itself toward pinpointing definitive differences, inspection of the cross-tabs does allow for some generalizations to be made. See Appendix C for brief explanatory comments that identify the counties with the lowest and highest percentages of affirmative (yes) responses and next lowest and highest counties if within 2%. Table 3 is a visual depiction of overall patterns of highest and lowest percentages of affirmative responses by county for these items.

**Kruskal-Wallis *H* tests.** This nonparametric ANOVA equivalent was conducted on 10 ordinal-level items, resulting in 5 significant *H* values for this survey, indicating that significant differences do exist by county for these survey items. See Table 4 for further statistical detail. While this method does not lend itself toward pinpointing definitively which county responses differ significantly, inspection of the largest observed difference between mean county rankings does allow for some generalizations to be made (the higher the mean county ranking, the higher the level of agreement with the item).

**ANOVAs.** This parametric statistical method was employed for three interval-level items on the survey. These items included the number of brothers and sisters for each student, as well as how many people lived in their homes. No significant *F* values were evident, indicating that no significant differences exist by county for these survey items. Therefore, Tukey post hoc comparisons were unnecessary.

**Overall patterns.** Inspection of Tables 2-4 reveals a number of patterns emerging from within the county data, which are presented below in item contrasts by county. See Table 5 for a synopsis of key findings by county for all analyses.

- Monongalia County students were most interested in and thought that they had the ability to attend college, were most interested in having a college-type mentor or buddy, and most believed that their parents wanted them to go to college. Barbour County

students were least interested in attending college and had the lowest perception that their parents wanted them to go to college.

- Monongalia County and Randolph County students were most inclined to think that they were doing well in specific subjects (English and history for Monongalia; math and science for Randolph) and Monongalia County students most believed that they had good study skills. Taylor County students were least inclined to believe that they had good math skills and good study skills in general.

- Randolph County students were least likely to believe that they needed help with some of their classes and least likely to be interested in attending an after-school tutoring program. Taylor County students were most likely to believe that they needed help, yet Preston County students were most interested in the after-school tutoring program.

- Taylor County students were least active in clubs and student government. Doddridge County students were most active in sports and clubs.

- Monongalia County students most often reported using a computer for homework or school projects and that they had a computer at home with Internet access. Barbour County students had the lowest agreement with these items.

- Monongalia County and Randolph County students were most likely to take specific courses in the future (foreign language, calculus, and trigonometry for Monongalia; physics and chemistry for Randolph). Doddridge County and Barbour County students were least likely to take certain subjects (algebra, foreign language, calculus, trigonometry, and chemistry for Doddridge; physics and chemistry for Barbour).

- Monongalia County students least believed that they would either be living or working in West Virginia by the time that they were 30. Harrison County students were most inclined to believe that they would be living and working in West Virginia.

- Monongalia County students were least interested in making money after school, were least likely to believe that they could not afford to continue their education, were least likely to use friends' opinions for making decisions for after high school, and were most convinced that they needed more training after high school.

- Marion County students were least inclined to believe that they needed more education after high school to get a satisfying job and were least inclined to believe that continuing their education after high school might help them decide what to do.

- Barbour County students were most likely to believe that they would be able to afford college and were most convinced that continuing their education would help them make decisions.

Table 2: Significant Chi-Square Results for the AEL/FSC Student Survey

| Item | Deg. Fr. | $x^2$ Value | Sig. (<.05) |
|---|---|---|---|
| 4. Do your parents want you to go to college? | 14 | 39.73 | .000 |
| 5. Do you want to go to college after high school? | 14 | 30.26 | .007 |
| 6. I am doing well (grade of A or B) in math. | 7 | 66.80 | .000 |
| 7. I am doing well (grade of A or B) in English. | 7 | 63.46 | .000 |
| 8. I am doing well (grade of A or B) in science. | 7 | 107.85 | .000 |
| 9. I am doing well (grade of A or B) in history. | 7 | 42.67 | .000 |
| 10. I think I have good study skills. | 7 | 20.27 | .005 |
| 11. I need help with some of my classes. | 7 | 78.36 | .000 |
| 12. I would be interested in attending an after-school tutoring program. | 7 | 45.24 | .000 |
| 13. I think I have the ability to go to college. | 7 | 16.30 | .023 |
| 14. In school, I participate in sports. | 7 | 29.57 | .000 |
| 15. In school, I participate in clubs. | 7 | 119.78 | .000 |
| 16. In school, I participate in student government. | 7 | 45.12 | .000 |
| 18. Do you use a computer for homework of school projects? | 7 | 27.81 | .000 |
| 19. Have you taken a computer class at school? | 7 | 238.68 | .000 |
| 20. Do you have a computer at home?<br>If yes, do you have Internet access? | 7<br>7 | 14.65<br>21.21 | .041<br>.003 |
| 22. Do you plan to take algebra before high school? | 7 | 72.61 | .000 |
| 23. Do you plan to take a foreign language? | 7 | 50.65 | .000 |
| 24. Do you plan to take calculus in high school? | 7 | 50.00 | .000 |
| 25. Do you plan to take trigonometry in high school? | 7 | 28.10 | .000 |
| 26. Do you plan to take physics in high school? | 7 | 27.46 | .000 |
| 27. Do you plan to take chemistry in high school? | 7 | 16.85 | .018 |
| 28. Do you plan to be living in WV when you're 30? | 7 | 20.97 | .004 |
| 29. Do you plan to be working in WV when you're 30? | 7 | 18.03 | .012 |
| 30. I would be interested in having a "college-type" mentor or buddy. | 7 | 36.29 | .000 |

Note: All $x^2$ values were valid, i.e., no minimum expected counts were less than one and no more than 20% of the cells had expected counts of less than five.

Table 3: Affirmative Response Percentages by County for
Significant Chi-Square Items on the AEL/FSC Student Survey

| Item Number and Shortened Stem | Barbour | Doddridge | Harrison | Marion | Monongalia | Preston | Randolph | Taylor |
|---|---|---|---|---|---|---|---|---|
| 4: Do your parents want you to go to college? | 72 | 75 | 82 | 86 | 90 | 77 | 79 | 79 |
| 5: Do you want to go to college? | 66 | 71 | 78 | 78 | 86 | 77 | 76 | 72 |
| 6: I am doing well in math. | 64 | 60 | 56 | 54 | 71 | 61 | 72 | 40 |
| 7: I am doing well in English. | 60 | 78 | 79 | 69 | 81 | 59 | 75 | 79 |
| 8: I am doing well in science. | 72 | 87 | 64 | 73 | 86 | 71 | 92 | 71 |
| 9: I am doing well in history. | 78 | 72 | 68 | 67 | 85 | 82 | 71 | 72 |
| 10: I think I have good study skills. | 78 | 80 | 71 | 73 | 81 | 75 | 78 | 66 |
| 11: I need help with some of my classes. | 55 | 51 | 58 | 59 | 40 | 53 | 37 | 71 |
| 12: I would be interested in a tutoring program. | 44 | 37 | 41 | 45 | 32 | 46 | 26 | 38 |
| 13: I think I have the ability to go to college. | 86 | 92 | 91 | 90 | 93 | 90 | 92 | 83 |
| 14: In school, I participate in sports. | 50 | 66 | 46 | 56 | 44 | 58 | 56 | 49 |
| 15: In school, I participate in clubs. | 31 | 67 | 46 | 60 | 44 | 37 | 62 | 30 |
| 16: In school, I participate in std. government. | 15 | 16 | 7 | 18 | 16 | 19 | 14 | 6 |
| 18: Do you use a computer for homework? | 65 | 67 | 67 | 75 | 82 | 68 | 65 | 72 |
| 19: Have you taken a computer class at school? | 65 | 90 | 88 | 50 | 84 | 78 | 80 | 78 |
| 20a: Do you have a computer at home? | 63 | 67 | 68 | 73 | 77 | 70 | 70 | 75 |
| 20b: If yes, do you have Internet access? | 53 | 54 | 64 | 65 | 68 | 55 | 59 | 67 |
| 22: Do you plan to take algebra? | 62 | 51 | 76 | 75 | 76 | 81 | 76 | 54 |
| 23: Do you plan to take a foreign language? | 71 | 53 | 77 | 82 | 86 | 74 | 72 | 72 |
| 24: Do you plan to take calculus? | 40 | 37 | 53 | 40 | 61 | 45 | 54 | 38 |
| 25: Do you plan to take trigonometry? | 44 | 36 | 51 | 44 | 60 | 47 | 54 | 48 |
| 26: Do you plan to take physics? | 54 | 56 | 67 | 62 | 70 | 66 | 72 | 66 |
| 27: Do you plan to take chemistry? | 72 | 72 | 80 | 78 | 75 | 81 | 84 | 76 |
| 28: Do you plan to be living in WV when 30? | 49 | 52 | 55 | 46 | 40 | 49 | 42 | 52 |
| 29: Do you plan to be working in WV when 30? | 46 | 50 | 52 | 43 | 39 | 47 | 42 | 48 |
| 30: I would be interested in a mentor or buddy. | 67 | 72 | 73 | 69 | 76 | 62 | 58 | 61 |

Note: Counties with the highest percentage of affirmative responses per item are printed in red; those with the lowest percentage of affirmative responses per item are printed in green.

Table 4: Significant Kruskal-Wallis *H* Test Results for the AEL/FSC Student Survey

| Item | Deg. Fr. | *H* Value | Sig. (<.05) | Largest Observed Diff. |
|---|---|---|---|---|
| 31. I need more education/training after high school to get a satisfying job. | 7 | 18.87 | .009 | Monongalia > Marion |
| 32. I want to make some money immediately after high school. | 7 | 24.28 | .001 | Harrison > Monongalia |
| 35. Continuing my education after high school might help me decide what I want to do. | 7 | 18.22 | .011 | Barbour > Marion |
| 37. The opinions and plans of my friends help me make decisions for after high school. | 7 | 17.03 | .017 | Doddridge > Monongalia |
| 39. I won't be able to afford to continue my education after high school. | 7 | 20.86 | .004 | Barbour > Monongalia |

Table 5: Synopsis of Key Findings by County for the AEL/FSC Student Survey

| County | Key Findings |
|---|---|
| Barbour | - Most likely to believe that continuing education might help make career decisions<br>- Most likely to believe that they will not be able to afford to go to college<br>- Least likely to believe that their parents want them to go to college<br>- Least likely to be interested in attending college<br>- Least likely to use a computer for homework or school projects<br>- Least likely to have a computer at home<br>- Least likely to have Internet access if they do have a computer at home<br>- Least likely to take physics in high school<br>- Least likely to take chemistry in high school |
| Doddridge | - Most likely to rely on friends' opinions for making career decisions<br>- Most participation in sports<br>- Most participation in clubs<br>- Most likely to have taken a computer class at school<br>- Least likely to take algebra before high school<br>- Least likely to take a foreign language<br>- Least likely to take calculus in high school<br>- Least likely to take trigonometry in high school<br>- Least likely to take chemistry in high school |
| Harrison | - Most likely to want to make money immediately after high school<br>- Most likely to be living in West Virginia when they are 30<br>- Most likely to be working in West Virginia when they are 30<br>- Least convinced that they are doing well in science |

Table 5: (continued)

| County | Key Findings |
|---|---|
| Marion | - Least convinced that they need education after high school to get a satisfying job<br>- Least convinced that continuing their education might help make career decisions<br>- Least convinced that they are doing well in history<br>- Least likely to have taken a computer class at school |
| Monongalia | - Most convinced that they need education after high school to get a satisfying job<br>- Most convinced that their parents want them to go to college<br>- Most interested in going to college<br>- Most convinced that they are doing well in English<br>- Most convinced that they are doing well in history<br>- Most convinced that they have good study skills<br>- Most convinced that they have the ability to go to college<br>- Most likely to use a computer for homework or school projects<br>- Most likely to have a computer at home<br>- Most likely to have Internet access if they have a computer at home<br>- Most likely to take a foreign language<br>- Most likely to take calculus in high school<br>- Most likely to take trigonometry in high school<br>- Most interested in having a college-type mentor or buddy<br>- Least likely to want to make money immediately after high school<br>- Least likely to rely on friends' opinions for making career decisions<br>- Least likely to believe that they will not be able to afford to go to college<br>- Least participation in sports<br>- Least likely to be living in West Virginia when they are 30<br>- Least likely to be working in West Virginia when they are 30 |
| Preston | - Most interested in attending an after-school tutoring program<br>- Most participation in student government<br>- Most likely to take algebra before high school<br>- Least convinced that they are doing well in English |
| Randolph | - Most convinced that they are doing well in math<br>- Most convinced that they are doing well in science<br>- Most likely to take physics in high school<br>- Most likely to take chemistry in high school<br>- Least convinced that they need help with their classes<br>- Least interested in attending an after-school tutoring program<br>- Least likely to use a computer for homework or school projects<br>- Least interested in having a college-type mentor or buddy |
| Taylor | - Most convinced that they need help in some of their classes<br>- Least convinced that they are doing well in math<br>- Least convinced that they have good study skills<br>- Least sure that they have the ability to go to college<br>- Least participation in clubs<br>- Least participation in student government |

Note: Due to multiple equivalent high and low percentages, more than one county may be identified as being the highest or lowest.

**Federal Student Survey**

**Chi-Square tests.** Tests of independence for 44 nominal-level items with yes/no response options resulted in 23 significant $x^2$ values for this survey, indicating that a relationship does exist between these survey items and county designation. See Table 6 for further statistical detail. While this method does not lend itself toward pinpointing definitive differences, inspection of the cross-tabs does allow for some generalizations to be made. See Appendix D for brief explanatory comments that identify the counties with the lowest and highest percentages of affirmative (yes) responses and next lowest and highest counties if within 2%. Table 7 is a visual depiction of overall patterns of highest and lowest percentages of affirmative responses by county for these items.

**Kruskal-Wallis *H* tests.** This nonparametric ANOVA equivalent was conducted on 15 ordinal-level items, resulting in 7 significant *H* values for this survey, indicating that significant differences do exist by county for these survey items. See Table 8 for further statistical detail. While this method does not lend itself toward pinpointing definitively which county responses differ significantly, inspection of the largest observed difference between mean county rankings does allow for some generalizations to be made (the higher the mean county ranking, the higher the response rating).

**Overall patterns.** Inspection of Tables 6-8 reveals a number of patterns emerging from within the county data, which are presented below in item contrasts by county. See Table 9 for a synopsis of key findings by county for all analyses.

- Doddridge County students were most likely to have had either a classmate/friend or some other person (not one of the identified survey options) to help them with their homework. Taylor County students were least likely to have had a teacher or classmate/friend help them with homework.

- Monongalia County students were most likely to continue their education after high school and to have discussed college academic requirements with adults at both school and home. Barbour County students were least likely to continue their education after high school, to have talked with a school counselor about college entrance requirements, or to have discussed college academic requirements with an adult at home.

- Monongalia County students were most likely to get information about continuing their education from either a teacher or principal, while Marion County students were most likely to get such information from either a guidance counselor or religious leader. Doddridge County students were least likely to get this information from a teacher, guidance counselor, or principal, while Barbour County students were least likely to obtain information from a religious leader or some other source.

- Monongalia County students were most aware of two-year colleges, four-year colleges, and vocational or business schools. Taylor County students were least aware of both two- and four-year colleges.

- Monongalia County students had most often heard about both institutional and athletic scholarships and were more positive that they could receive institutional scholarships. Barbour County students were least aware of institutional scholarships and were least likely to believe that they could get such scholarships.

- Marion County students most often indicated that either a female or male parent or guardian had attended or completed college. Doddridge County students were least likely to indicate that either their mother or a sibling had attended or completed college. Barbour County students were least likely to indicate that their father, grandparent, or some other relative had attended or completed college.

- Monongalia County students had the highest perceptions of how hard they worked in school compared to other students, the type of student they considered themselves to be, the level of education they believed they would achieve, and their ability to attend a four-year college after high school.

- Harrison County students placed the most value on advice from a guidance counselor, principal, or religious leader. Doddridge County students placed the least value on advice from either a guidance counselor or a principal.

Table 6: Significant Chi-Square Results for the Federal Student Survey

| Item | Deg. Fr. | $x^2$ Value | Sig. (<.05) |
|---|---|---|---|
| 1. Who of the following usually helps you with your homework? | | | |
| (a) A teacher at your school | 7 | 24.83 | .001 |
| (f) A classmate or friend | 7 | 17.44 | .015 |
| (h) Some other person | 7 | 14.19 | .048 |
| 5. Do you think you will continue your education after high school (that is, go to college or a training program, etc.)? | 14 | 37.04 | .001 |
| 6. From whom do you get most of your information about your options for continuing your education after high school? | | | |
| (b) Teacher(s) | 7 | 38.66 | .000 |
| (c) Guidance counselor(s) | 7 | 42.58 | .000 |
| (d) Principal or assistant principal | 7 | 24.33 | .001 |
| (e) Religious leader | 7 | 17.97 | .012 |
| (h) Other | 7 | 20.61 | .004 |
| 9. Have you talked with your school counselor about the entrance requirements for college? | 7 | 110.18 | .000 |
| 10. Have you heard of the following types of postsecondary schools? | | | |
| (a) Two-year or community college | 7 | 58.70 | .000 |
| (b) Four-year college or university | 7 | 23.55 | .001 |
| (c) Vocational, trade, or business school | 7 | 45.96 | .000 |
| 14. Have you heard of the following sources of money for college? | | | |
| (e1) Institutional scholarships | 7 | 24.97 | .001 |
| (g1) Athletic scholarships | 7 | 20.83 | .004 |
| Do you think you are likely to get this type of aid? | | | |
| (e2) Institutional scholarships | 7 | 18.92 | .008 |
| 15. Have you discussed the academic requirements for attending a four-year college with an adult at school this year? | 7 | 54.97 | .000 |
| 16. Have you discussed the academic requirements for attending a four-year college with any adults in your household this year? | 7 | 48.60 | .000 |
| 18. Did any of your family members attend or complete college? | | | |
| (a) Mother or female guardian | 14 | 28.59 | .012 |
| (b) Father or male guardian | 14 | 33.11 | .003 |
| (c) Brother(s) or sister(s) | 14 | 23.91 | .047 |
| (d) Grandparent(s) | 14 | 34.87 | .002 |
| (e) Other relative(s) | 14 | 27.07 | .019 |

Note: All $x^2$ values were valid, i.e., no minimum expected counts were less than one and no more than 20% of the cells had expected counts of less than five.

Table 7: Affirmative Response Percentages by County for Significant Chi-Square Items on the Federal Student Survey

| Item Number and Shortened Stem | Barbour | Doddridge | Harrison | Marion | Monongalia | Preston | Randolph | Taylor |
|---|---|---|---|---|---|---|---|---|
| 1a: Who helps with homework?–teacher | 64 | 53 | 54 | 55 | 69 | 54 | 63 | 53 |
| 1f: Who helps with homework?–friend | 68 | 75 | 70 | 62 | 70 | 66 | 74 | 62 |
| 1h: Who helps with homework?–other | 17 | 21 | 12 | 21 | 17 | 18 | 18 | 14 |
| 5: Will you continue your education? | 62 | 81 | 76 | 76 | 81 | 75 | 77 | 70 |
| 6b: Who gives info. about options?–teacher | 68 | 50 | 69 | 69 | 85 | 73 | 69 | 73 |
| 6c: Who gives info. about options?–counsel. | 19 | 17 | 27 | 38 | 25 | 29 | 36 | 21 |
| 6d: Who gives info. about options?–principal | 32 | 13 | 33 | 32 | 37 | 30 | 23 | 32 |
| 6e: Who gives info. about options?–relig. ldr. | 10 | 17 | 22 | 25 | 18 | 19 | 20 | 17 |
| 6h: Who gives info. about options?–other | 22 | 46 | 29 | 35 | 45 | 32 | 33 | 32 |
| 9: Talked to counselor about college req.? | 3 | 5 | 4 | 18 | 4 | 6 | 17 | 6 |
| 10a: Heard of post. school?–2-year college | 58 | 48 | 62 | 70 | 77 | 64 | 62 | 42 |
| 10b: Heard of post. school?–4-year college | 80 | 87 | 80 | 86 | 91 | 82 | 82 | 75 |
| 10c: Heard of post. school?–voc./bus. school | 57 | 51 | 60 | 64 | 81 | 57 | 69 | 61 |
| 14e1: Heard of aid?–institutional scholarship | 34 | 41 | 44 | 52 | 53 | 48 | 45 | 39 |
| 14g1: Heard of aid?–athletic scholarship | 80 | 83 | 80 | 86 | 92 | 78 | 82 | 83 |
| 14e2: Likely to get?–institutional scholarship | 25 | 34 | 36 | 40 | 42 | 28 | 36 | 32 |
| 15: Discussed college req. with school adult? | 17 | 16 | 17 | 20 | 40 | 18 | 25 | 19 |
| 16: Discussed college req. with home adult? | 33 | 47 | 44 | 56 | 56 | 40 | 44 | 38 |
| 18a: Family member attend college?–mother | 30 | 28 | 38 | 43 | 42 | 32 | 39 | 30 |
| 18b: Family member attend college?–father | 22 | 29 | 33 | 34 | 33 | 26 | 33 | 26 |
| 18c: Family member attend college?–sibling | 19 | 10 | 14 | 17 | 21 | 19 | 22 | 16 |
| 18d: Family member attend college?–grndprnt. | 20 | 22 | 31 | 29 | 21 | 23 | 30 | 24 |
| 18e: Family member attend college?–other | 48 | 53 | 56 | 59 | 61 | 52 | 57 | 50 |

Note: Counties with the highest percentage of affirmative responses per item are printed in red; those with the lowest percentage of affirmative responses per item are printed in green.

Table 8: Significant Kruskal-Wallis *H* Test Results for the Federal Student Survey

| Item | Deg. Fr. | *H* Value | Sig. (<.05) | Largest Observed Diff. |
|---|---|---|---|---|
| 2. Compared with other students, how hard do you work in school? | 7 | 26.74 | .000 | Monongalia > Harrison |
| 3. What type of student do you consider yourself to be? | 7 | 32.62 | .000 | Monongalia > Marion |
| 4. How important to your decisions about education is what each of the following people think? | | | | |
| (c) Guidance counselor(s) | 7 | 54.12 | .000 | Harrison > Doddridge |
| (d) Principal/asst. principal | 7 | 26.98 | .000 | Harrison > Doddridge |
| (e) Religious leader | 7 | 19.29 | .007 | Harrison > Monongalia |
| 7. What is the highest level of education you think you will achieve? | 7 | 17.14 | .016 | Monongalia > Doddridge |
| 13. Do you think you will be able to afford to attend a four-year college or university after high school? | 7 | 42.95 | .000 | Monongalia > Preston |

Table 9: Synopsis of Key Findings by County for the Federal Student Survey

| County | Key Findings |
|---|---|
| Barbour | - Least likely to believe that they will continue their education after high school<br>- Least likely to obtain educational information from a religious leader<br>- Least likely to obtain educational information from some other source<br>- Least likely to have talked with a school counselor about college entrance requirements<br>- Least likely to have heard about institutional scholarships<br>- Least likely to believe that they can obtain institutional scholarships<br>- Least likely to have discussed college academic requirements with an adult at home<br>- Least likely to report that a father or male guardian attended or completed college<br>- Least likely to report that a grandparent attended or completed college<br>- Least likely to report that some other relative attended or completed college |
| Doddridge | - Most likely to have a classmate or friend help them with homework<br>- Most likely to have some other person help them with homework<br>- Most likely to believe that they will continue their education after high school<br>- Most likely to obtain educational information from some other source<br>- Least likely to place value on educational advice from a guidance counselor<br>- Least likely to place value on educational advice from a principal<br>- Lowest perception of education level that they expect to achieve<br>- Least likely to have a teacher help them with homework<br>- Least likely to obtain educational information from a teacher<br>- Least likely to obtain educational information from a guidance counselor<br>- Least likely to obtain educational information from a principal<br>- Least likely to have heard about vocational or business schools<br>- Least likely to have discussed college academic requirements with an adult at school<br>- Least likely to report that a mother or female guardian attended or completed college<br>- Least likely to report that a brother or sister attended or completed college |

Table 9: (continued)

| County | Key Findings |
|---|---|
| Harrison | - Most likely to report that a grandparent attended or completed college<br>- Most likely to place value on educational advice from a guidance counselor<br>- Most likely to place value on educational advice from a principal<br>- Most likely to place value on educational advice from a religious leader<br>- Lowest perception of how hard they work in school compared to others<br>- Least likely to have some other person help them with homework |
| Marion | - Most likely to have some other person help with homework<br>- Most likely to place value on educational advice from a guidance counselor<br>- Most likely to place value on educational advice from a religious leader<br>- Most likely to have talked with a school counselor about college entrance requirements<br>- Most likely to have discussed college academic requirements with an adult at home<br>- Most likely to report that a mother or female guardian attended or completed college<br>- Most likely to report that a father or male guardian attended or completed college<br>- Lowest perception of the type of student that they consider themselves to be<br>- Least likely to have a classmate or friend help with homework |
| Monongalia | - Most likely to have a teacher help with homework<br>- Most likely to believe that they will continue their education after high school<br>- Most likely to obtain educational information from a teacher<br>- Most likely to obtain educational information from a principal<br>- Most likely to have heard about a two-year or community college<br>- Most likely to have heard about a four-year college or university<br>- Most likely to have heard about a vocational or business school<br>- Most likely to have heard about institutional scholarships<br>- Most likely to have heard about athletic scholarships<br>- Most likely to believe that they can obtain institutional scholarships<br>- Most likely to have discussed college academic requirements with an adult at school<br>- Most likely to have discussed college academic requirements with an adult at home<br>- Most likely to report that some other relative attended or completed college<br>- Highest perception of how hard they work in school compared to others<br>- Highest perception of the type of student that they consider themselves to be<br>- Highest perception of education level that they expect to achieve<br>- Most likely to believe that they will be able to afford to attend college after high school<br>- Least likely to place value on educational advice from a religious leader |
| Preston | - Least likely to believe that they will be able to afford to attend college after high school<br>- Least likely to have heard about athletic scholarships |
| Randolph | - Most likely to report that a brother or sister attended or completed college |
| Taylor | - Least likely to have a teacher help them with homework<br>- Least likely to have a classmate or friend help them with homework<br>- Least likely to have heard about a two-year or community college<br>- Least likely to have heard about a four-year college or university |

Note: Due to multiple equivalent high and low percentages, more than one county may be identified as being the highest or lowest.

**Federal Parent Surveys**

**Chi-Square tests.** Tests of independence for 36 nominal-level items per parent with yes/no response options resulted in 11 significant $x^2$ values for mothers and 2 significant $x^2$ values for fathers on this survey, indicating that a relationship does exist between these survey items and county designation. See Table 10 for further statistical detail. While this method does not lend itself toward pinpointing definitive differences, inspection of the cross-tabs does allow for some generalizations to be made. See Appendix E for brief explanatory comments that identify the counties with the lowest and highest percentages of affirmative (yes) responses and next lowest and highest counties if within 2%. Table 11 is a visual depiction of overall patterns of highest and lowest percentages of affirmative responses by county for these items.

**Kruskal-Wallis *H* tests.** This nonparametric ANOVA equivalent was conducted on 17 ordinal-level items per parent, resulting in 15 significant *H* values for mothers and 12 significant *H* values for fathers on this survey, indicating that significant differences do exist by county for these survey items. See Table 12 for further statistical detail. While this method does not lend itself toward pinpointing definitively which county responses differ significantly, inspection of the largest observed difference between mean county rankings does allow for some generalizations to be made (the higher the mean county ranking, the higher the response rating).

**ANOVAs.** This parametric statistical method was employed to determine if significant differences exist among counties for three interval-level items per parent on this survey. These items focused on parents' estimates of yearly expenses for a two-year community college, a four-year public college, and a four-year private college. No significant *F* values were evident, indicating that no significant differences exist by county for these survey items. Therefore, Tukey post hoc comparisons were unnecessary.

**Overall patterns.** Inspection of Tables 10-12 reveals a number of patterns emerging from within the county data, which are presented below in item contrasts by county. See Tables 13 and 14 for a synopsis of key findings by county for mothers and fathers for all analyses.

- Barbour County parents were most likely to be interested in attending a session on basic math (mothers and fathers), as well as basic English (mothers only). Doddridge County mothers were least interested in workshops on math, English, understanding the teenage years, and how to help kids study.

- Barbour County mothers were least likely to be familiar with the entrance requirements for a two-year college, to have saved any money for their child's college education, or to have a computer at home.

- Randolph County mothers were most likely to believe that their child would qualify for state or institutional scholarships. Doddridge County mothers were least likely to believe that their child would qualify for state, institutional, or merit scholarships.

- Preston County fathers reported the highest estimates of time their child spent doing homework on English and science, while Marion County fathers reported the highest estimates for history or some other subject (besides English, science, or math). Doddridge County fathers reported the lowest estimates for English, science, math, history, or any other subject.

- Barbour County fathers spent the most amount of time per week helping their child with English or history homework.

- Randolph County fathers had the highest perception of the type of student that they considered their child to be and reported the highest level of educational achievement. Taylor County fathers had the lowest perception of the type of student that they considered their child to be, were least satisfied with the education that their child was receiving, and reported the lowest level of educational achievement.

- Harrison County mothers reported the highest estimates of time that their child spent doing homework for science and history. Randolph County mothers reported the lowest estimates of time that their child spent doing homework on English, science, math, history, or any other subject.

- Taylor County mothers spent the most time per week helping their child with homework on science, math, or any other subject (besides English or history), while Barbour County mothers spent the most time helping their child with English or history homework. Monongalia County mothers spent the least time helping their child with science or history homework, while Randolph County mothers spent the least time helping with homework on science or any other subject (besides English, math, or history).

- Monongalia County mothers had the highest perception of how hard their child worked in school and were most satisfied with the education that their child was receiving. Randolph County mothers had the highest perception of the type of student that they considered their child to be and reported the highest level of educational achievement for another adult in their home. Barbour County mothers had the lowest perception of how hard their child worked in school and reported the lowest level of educational achievement for another adult at home.

Table 10: Significant Chi-Square Results for the Federal Parent Surveys

| Item | Deg. Fr. | $x^2$ Value | Sig. (<.05) |
|---|---|---|---|
| *Fathers* | | | |
| 21. Which of the following free courses or parent workshops would you attend if they were offered at a convenient time for you? | | | |
| (b) A Brush-Up Course for Parents in Basic Math | 7 | 16.35 | .022 |
| (n) Other topic | 7 | 16.61 | .020 |
| *Mothers* | | | |
| 10. Are you involved in any activities at your child's school? | 7 | 27.89 | .000 |
| 13. Are you familiar with the entrance requirements for each of the following schools? | | | |
| (a) Two-year college | 7 | 14.90 | .037 |
| 17. Have you saved any money for your child's college education? | 7 | 19.24 | .007 |
| 20. Do you think your child is likely to qualify for the following sources of money for education beyond high school? | | | |
| (d) State scholarships | 14 | 31.10 | .005 |
| (e) Institutional scholarships | 14 | 26.47 | .023 |
| (f) Private/merit scholarships | 14 | 28.52 | .012 |
| 21. Which of the following free courses or parent workshops would you attend if they were offered at a convenient time for you? | | | |
| (b) A Brush-Up Course for Parents in Basic Math | 7 | 19.46 | .007 |
| (c) A Brush-Up Course for Parents in Basic English | 7 | 14.70 | .040 |
| (k) Understanding the Teenage Years | 7 | 21.72 | .003 |
| (l) How to Help Kids Study | 7 | 15.09 | .035 |
| 22. Do you have a computer at home? | 7 | 14.66 | .041 |

Note: All $x^2$ values were valid, i.e., no minimum expected counts were less than one and no more than 20% of the cells had expected counts of less than five.

Table 11: Affirmative Response Percentages by County for Significant Chi-Square Items on the Federal Parent Surveys

| Item Number and Shortened Stem | Barbour | Doddridge | Harrison | Marion | Monongalia | Preston | Randolph | Taylor |
|---|---|---|---|---|---|---|---|---|
| *Fathers* | | | | | | | | |
| 21b: Workshop you would attend?–math | 38 | 26 | 26 | 34 | 29 | 19 | 26 | 28 |
| 21n Workshop you would attend?–other topic | 11 | 29 | 9 | 18 | 4 | 8 | 7 | 15 |
| *Mothers* | | | | | | | | |
| 10: Involved in activities at child's school? | 34 | 32 | 22 | 31 | 34 | 37 | 32 | 24 |
| 13a: Familiar with entrance req.?–2-yr college | 20 | 21 | 31 | 30 | 21 | 24 | 26 | 24 |
| 17: Saved any money for college education? | 23 | 25 | 35 | 37 | 39 | 32 | 37 | 30 |
| 20d: Think child can get?–state scholarship | 26 | 17 | 31 | 29 | 32 | 24 | 37 | 29 |
| 20e: Think child can get?–institutional schol. | 19 | 15 | 24 | 24 | 25 | 18 | 27 | 25 |
| 20f: Think child can get?–merit scholarship | 15 | 11 | 23 | 23 | 28 | 22 | 24 | 17 |
| 21b: Workshop you would attend?–math | 48 | 31 | 37 | 47 | 34 | 33 | 35 | 45 |
| 21c: Workshop you would attend?–English | 38 | 22 | 25 | 35 | 33 | 25 | 29 | 32 |
| 21k: Workshop you would attend?–teen years | 57 | 32 | 50 | 54 | 60 | 48 | 48 | 59 |
| 21l: Workshop you would attend?–study skills | 60 | 44 | 54 | 57 | 61 | 53 | 47 | 63 |
| 22: Do you have a computer at home? | 60 | 61 | 68 | 74 | 70 | 72 | 70 | 73 |

Note: Counties with the highest percentage of affirmative responses per item are printed in red; those with the lowest percentage of affirmative responses per item are printed in green.

Table 12: Significant Kruskal-Wallis *H* Test Results for the Federal Parent Surveys

| Item | Deg. Fr. | *H* Value | Sig. (<.05) | Largest Observed Diff. |
|---|---|---|---|---|
| *Fathers* | | | | |
| 2. How many hours each week does your child spend on homework? | | | | |
| (a) English | 7 | 29.44 | .000 | Preston > Doddridge |
| (b) Science | 7 | 34.79 | .000 | Preston > Doddridge |
| (c) Math | 7 | 36.63 | .000 | Taylor > Doddridge |
| (d) History/Social Studies | 7 | 27.12 | .000 | Marion > Doddridge |
| (e) All other subjects | 7 | 25.30 | .001 | Marion > Doddridge |
| 3. How often each week do you help your child with homework? | | | | |
| (a) English | 7 | 14.18 | .048 | Barbour > Randolph |
| (b) Science | 7 | 20.57 | .004 | Harrison > Doddridge |
| (d) History/Social Studies | 7 | 16.42 | .022 | Barbour > Monongalia |
| 5. What type of student do you consider your child to be? | 7 | 19.16 | .008 | Randolph > Taylor |
| 8. How often do you meet with your child's teachers? | 7 | 17.91 | .012 | Barbour > Preston |
| 11. How satisfied are you with the education your child is receiving? | 7 | 28.75 | .000 | Monongalia > Taylor |
| 24. What is the highest level of education you have obtained? | 7 | 23.34 | .001 | Randolph > Taylor |
| *Mothers* | | | | |
| 2. How many hours each week does your child spend on homework? | | | | |
| (a) English | 7 | 32.03 | .000 | Preston > Randolph |
| (b) Science | 7 | 39.11 | .000 | Harrison > Randolph |
| (c) Math | 7 | 73.39 | .000 | Taylor > Randolph |
| (d) History/Social Studies | 7 | 22.55 | .002 | Harrison > Randolph |
| (e) All other subjects | 7 | 36.06 | .000 | Marion > Randolph |
| 3. How often each week do you help your child with homework? | | | | |
| (a) English | 7 | 18.02 | .012 | Barbour > Randolph |
| (b) Science | 7 | 32.91 | .000 | Taylor > Monongalia |
| (c) Math | 7 | 37.81 | .000 | Taylor > Doddridge |
| (d) History/Social Studies | 7 | 19.17 | .008 | Barbour > Monongalia |
| (e) All other subjects | 7 | 24.41 | .001 | Taylor > Randolph |
| 4. How hard do you think your child works in school? | 7 | 17.20 | .016 | Monongalia > Barbour |
| 5. What type of student do you consider your child to be? | 7 | 23.07 | .002 | Randolph > Taylor |
| 8. How often do you meet with your child's teachers? | 7 | 41.48 | .000 | Barbour > Monongalia |
| 11. How satisfied are you with the education your child is receiving? | 7 | 34.22 | .000 | Monongalia > Randolph |
| 26. What is the highest level of education of another adult in your house? | 7 | 20.45 | .005 | Randolph > Barbour |

Table 13: Synopsis of Key Findings by County for Mothers on the Federal Parent Survey

| County | Key Findings |
|---|---|
| Barbour | - Highest frequency of meeting with child's teachers<br>- Most amount of time spent per week helping child with English homework<br>- Most amount of time spent per week helping child with history homework<br>- Most interested in workshop on basic math<br>- Most interested in workshop on basic English<br>- Lowest perception of how hard child works in school<br>- Lowest level of educational achievement obtained for another adult at home<br>- Least familiar with entrance requirements for a two-year college<br>- Least likely to have saved money for their child's college education<br>- Least likely to have a computer at home |
| Doddridge | - Least amount of time spent per week helping child with math homework<br>- Least likely to think that their child would qualify for state scholarships<br>- Least likely to think that their child would qualify for institutional scholarships<br>- Least likely to think that their child would qualify for merit scholarships<br>- Least interested in a workshop on basic math<br>- Least interested in a workshop on basic English<br>- Least interested in a workshop on understanding the teenage years<br>- Least interested in a workshop on how to help kids study |
| Harrison | - Highest estimate of time that child spends per week on science homework<br>- Highest estimate of time that child spends per week on history homework<br>- Most familiar with entrance requirements for a two-year college<br>- Least involved in activities at their child's school |
| Marion | - Highest estimate of time that child spends per week on other homework<br>- Most likely to have a computer at home |
| Monongalia | - Highest perception of how hard child works in school<br>- Most satisfied with the education that their child is receiving<br>- Most likely to have saved money for their child's college education<br>- Most likely to think that their child would qualify for merit scholarships<br>- Most interested in a workshop on understanding the teenage years<br>- Least amount of time spent per week helping child with science homework<br>- Least amount of time spent per week helping child with history homework<br>- Lowest frequency of meeting with child's teachers |
| Preston | - Highest estimate of time that child spends per week on English homework<br>- Most involved in activities at their child's school |
| Randolph | - Highest perception of type of student that they consider their child to be<br>- Highest level of educational achievement obtained for another adult at home<br>- Most likely to think that their child would qualify for state scholarships<br>- Most likely to think that their child would qualify for institutional scholarships<br>- Lowest estimate of time that child spends per week on English homework<br>- Lowest estimate of time that child spends per week on science homework<br>- Lowest estimate of time that child spends per week on math homework<br>- Lowest estimate of time that child spends per week on history homework<br>- Lowest estimate of time that child spends per week on homework for any other subject<br>- Least amount of time spent per week helping child with English homework<br>- Least amount of time spent per week helping child with other homework<br>- Least satisfied with the education that their child is receiving |
| Taylor | - Highest estimate of time that child spends per week on math homework<br>- Most amount of time spent per week helping child with science homework<br>- Most amount of time spent per week helping child with math homework<br>- Most amount of time spent per week helping child with other homework<br>- Most interested in a workshop on how to help kids study<br>- Lowest perception of type of student that they consider their child to be |

Table 14: Synopsis of Key Findings by County for Fathers on the Federal Parent Survey

| County | Key Findings |
|---|---|
| Barbour | - Most amount of time spent helping child with English homework<br>- Most amount of time spent helping child with history homework<br>- Highest frequency of meeting with child's teachers<br>- Most interested in a workshop on basic math |
| Doddridge | - Most interested in a workshop on some other topic<br>- Lowest estimate of time that child spends per week on English homework<br>- Lowest estimate of time that child spends per week on science homework<br>- Lowest estimate of time that child spends per week on math homework<br>- Lowest estimate of time that child spends per week on history homework<br>- Lowest estimate of time that child spends per week on other homework<br>- Least amount of time spent helping child with science homework |
| Harrison | - Most amount of time spent helping child with science homework |
| Marion | - Highest estimate of time that child spends per week on history homework<br>- Highest estimate of time that child spends per week on other homework |
| Monongalia | - Most satisfied with the education that their child is receiving<br>- Least amount of time spent helping child with history homework<br>- Least interested in a workshop on some other topic |
| Preston | - Highest estimate of time that child spends per week on English homework<br>- Highest estimate of time that child spends per week on science homework<br>- Lowest frequency of meeting with child's teachers<br>- Least interested in a workshop on basic math |
| Randolph | - Highest perception of type of student that they consider their child to be<br>- Highest level of educational achievement obtained<br>- Least amount of time spent helping child with English homework |
| Taylor | - Highest estimate of time that child spends per week on math homework<br>- Lowest perception of type of student that they consider their child to be<br>- Least satisfied with the education that their child is receiving<br>- Lowest level of educational achievement obtained |

## CONCLUSIONS

A number of conclusions can be drawn from both the regional GEAR UP summary and the county comparisons for the West Virginia seventh-grade students and their parents. These conclusions are presented below by topical themes.

### Parent Involvement

- Parents are playing an important role in their child's academic progress. Nearly all the students report that a parent (more often a mother) is the person who most frequently helps them with homework and parents themselves report occasionally helping their child with homework. However, school involvement seems to be limited, since fewer than one third of the parents report participating in school activities.

- Parent/teacher meetings seem to be viewed by parents as minimally important. Only half of the parents meet occasionally with their child's teachers, usually to discuss overall academic performance. Further, nearly half of the fathers never meet with their child's teachers.

- Overall, parents seem content with the status quo of their child's education, given that more than three fourths feel satisfied or very satisfied with the education their child is receiving.

### Academics

- On average, students report spending from 1 to 3 hours per evening on homework. More than two thirds of the parents believe that their child spends 5 to 15 hours per week.

- Overall, students seem fairly confident of their academic ability and believe that they are good students. Nearly three fourths believe that they have good study skills and that they are doing well in specific subjects. Their main reasons for not doing well are not completing all the required homework or in-class assignments and not understanding the topics. Further, about two thirds of the students perceive themselves as working harder than other students, which is comparable to parents' views.

- Students are willing to admit they need academic help and are open to participating in enrichment opportunities. More than half of the students want help with some of their classes, most frequently math. More than a third are interested in attending an after-school tutoring program and more than two thirds are interested in having a mentor.

- Students' most favorite classes are math and science, due to such factors as the classes either being fun or easy and liking either the subject or the teacher.

- Students seem to be more willing to take some college-preparatory courses than others. Three fourths of the students plan to take algebra, foreign language, and chemistry in the future; two thirds plan to take physics; and only about half plan to take calculus and trigonometry.

**Student Aspirations**

- Most students seem to recognize the benefits of postsecondary education. Nearly all students agree that postsecondary education is important, feel that they have the ability to successfully attend college, and acknowledge that college graduates earn more money.

- Nearly three fourths of the students believe that further education is needed after high school to get a satisfying job and believe that they will continue their education. Further, they believe that their parents want them to go to college, with about half indicating that their parents want them to obtain a graduate degree. However, students seem to be unsure of their own aspirations, since more than two thirds do not know exactly what education level they will achieve.

- Nearly one third of the students indicate they want careers in the fields of medicine, sports, or education—most of which will require postsecondary education. They view poor grades and limited finances as the biggest obstacles to continuing their education.

**College Awareness**

- Students have limited awareness of postsecondary institutions. More than three fourths of the students are familiar with four-year colleges, but only about two thirds are familiar with either two-year colleges or vocational schools.

- Overwhelmingly, students view parents as the most important source of educational information. Nearly all of the students report getting information regarding career choices from parents. This may lead to incomplete information, though, since fewer than one third of the parents are familiar with the entrance requirements for two-year colleges, four-year colleges, and vocational or business schools. Further, the majority of parents have not talked to a school counselor about high school graduation requirements or college entrance requirements and feel that they do not have enough information about college.

**Financial Aid Awareness**

- Parent and student viewpoints are similar regarding students' perceived ability to afford college. About half of the students and parents believe the student either probably or definitely will be able to afford to go to college.

- Parents and students show a wide range of familiarity with financial aid sources and both groups are disinclined to believe that students will receive scholarships. Nearly all students are aware of athletic or state scholarships, about half are familiar with federal student loans and institutional and merit scholarships, and fewer than a third are familiar with federal work-study and Pell grants. Students are much less likely to believe that they will obtain athletic, state, and merit scholarships than they are to be aware of them. Fewer than one third of the parents believe that their child can receive Pell grants, work-study, or any type of scholarship.

- Parents in general seem to have a realistic picture of college expenses, with median estimates very close to 1999 national averages for attending two- or four-year colleges. About one third of the parents are already saving money for their child's education.

**Miscellaneous**

- Findings show that parents are more homogeneous in their survey responses than students in this nine-county region. While both groups show similarities and differences, students are more likely to differ by county.

- Mothers report being more interested in attending free educational workshops on identified topics than fathers. More than half of the mothers report interest in topics such as computers, college preparation or financing, and understanding and communicating with teenagers, compared to only one third to half of the fathers. Both groups report least interest in workshops on specific academic subjects or GED preparation.

- Students seem to think that they will find better opportunities outside the state. Fewer than half expect to be living or working in West Virginia by the time that they are 30 years old.

- Students seem to be comfortable with computers, reporting use at both home and school. About three fourths have used a computer for homework or school projects and have taken a computer class at school.

**County-Specific**

- Barbour County students seem to have some of the least positive attitudes about college and are least likely to think that they will attend college. Further, they note the least computer access and some of the least rigorous future academic plans. However, an encouraging note is that these students seem to be most convinced that continuing their education after high school will help them make career decisions. Barbour mothers and fathers report most frequently meeting with their child's teachers. The mothers have the lowest perception of the effort their child is putting into school.
- While Doddridge County students have some of the least rigorous future academic plans, they also are the most likely to think that they will go on to college. However, they do have the lowest perception of the education level that they will achieve. Doddridge mothers are least likely to believe that their child will qualify for various scholarships.
- Harrison County students are most likely to remain in the state after graduation or, at least, to be living or working in West Virginia by the time they are 30. They also report the lowest perception of how hard they work in school. Harrison mothers are least involved in school activities.
- Marion County students are least convinced that college can either help them secure a satisfying job or make career decisions and have the lowest perception of the type of student that they are. However, they are most likely to have discussed college requirements with an adult. Marion mothers are the most likely to have a computer at home.
- Monongalia County students seem to have the most positive attitudes toward and plans for college, the highest perception of their academic abilities, the most rigorous academic plans for the future, and the most computer access. They are most aware of the various types of postsecondary education and most likely to believe that they will qualify for various financial aid sources. Monongalia mothers too have high perceptions of their child's academic standing and ability to obtain scholarships. Both mothers and fathers are most satisfied with the quality of education that their child is receiving. It should be noted that West Virginia University is located in Monongalia County, which may help explain the more positive attitudes of students and parents toward college.
- Preston County students are most interested in participating in an after-school tutoring program and are most involved in student government activities. They are least likely to think that they can afford college or to have heard about athletic scholarships. Preston mothers report the highest level of involvement in school activities, while fathers are least likely to meet with their child's teachers.
- Randolph County students seem to be very confident in their academic abilities. They report that they are doing well in math and science and are most likely to plan on taking both physics and chemistry. Further, they are least convinced that they need help with their classes and least interested in either tutoring or mentoring. Randolph mothers and fathers have the highest perception of the type of student that their child is. Mothers are least satisfied with the quality of the education that their child is receiving.
- Taylor County students are least confident of doing well in individual subjects and of their ability to go to college, and are most convinced they need help with their classes. They are also least likely to have heard about either two- or four-year colleges. Taylor mothers and fathers report the lowest perceptions of the type of student that their child is, while fathers also are the least satisfied with the quality of their child's education.

## RECOMMENDATIONS

The GEAR UP project can make a substantial difference in West Virginia students' lives by working to alleviate some of the educational problems within the state. Based on the findings and conclusions presented in this report, the following recommendations are made to Fairmont State College GEAR UP staff in the interest of increasing students' and parents' awareness of and interest in postsecondary education.

- Increase student willingness to complete homework and in-class assignments to help overcome poor grades.
- Establish tutoring and mentoring programs and encourage student participation.
- Encourage more students to plan on taking higher-level academic courses, especially focusing on physics, calculus, and trigonometry.
- Work with students to help improve their attitudes about college and to eliminate their perceived inability to attend. Emphasize the importance of taking more challenging college-preparatory courses to prepare for postsecondary education.
- Help all students understand that college is a viable option for them and provide information about degree requirements for various career choices.
- Provide students and parents with information about and entrance requirements for both two- and four-year colleges, as well as for vocational and business schools. It is critical that parents have correct and up-to-date information, since students most often obtain their information from them.
- Provide students and parents with information about and requirements for various financial aid sources for financing postsecondary education.
- Establish a schedule of educational workshops for parents that focus on college preparation and financing, computer use, and understanding and communicating with teenagers.
- Help students identify potential job opportunities within the state to help curb outward migration.
- Increase parent involvement in school activities.
- Increase parent interaction (especially fathers) with children's teachers.

- Include items related to the eight fundamental components of student aspirations in the next version of the AEL/FSC student survey. These components include achievement, belonging, curiosity, empowerment, excitement, mentoring, risk taking, and self-confidence.

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# APPENDIXES

# Appendix A:
## Completed SEDCAR Checklist

## AEL SEDCAR Standards Checklist

The *Standards for Educational Data Collection and Reporting* (1991) were used in the development of this (check one):

- ☐ Study group report
- ☐ Field test report
- ☐ Minigrant final report
- ☐ Implementation report
- ☒ Research report
- ☐ Impact study report
- ☐ Other _____

The SEDCAR Standards were consulted and used as indicated in the table below (check or mark as appropriate):

| SEDCAR Standard Number and Descriptor | The Standard was deemed applicable; and, to the extent feasible, was taken into account.* | The Standard was deemed applicable; but could not be taken into account. | The Standard was not deemed applicable. | Exception was taken to the Standard. |
|---|---|---|---|---|
| 1.1 Creating an Infrastructure to Manage Data Collection Activities | X (several guidelines could not be addressed at this point in time) | | | |
| 1.2 Justifying Data Collection Activities | X | | | |
| 1.3 Fostering Commitment of all Participants | X | | | |
| 1.4 Creating an Appropriate Management Process | X | | | |
| 2.1 Formulating and Refining Study Questions | X | | | |
| 2.2 Choosing the Data Collection Methods | X | | | |
| 2.3 Developing a Sampling Plan | | | X (population study) | |
| 2.4 Assessing the Value of Obtainable Data | X | | | |
| 2.5 Transforming Study Question Concepts into Measures | X | | | |
| 2.6 Designing the Data Collection Instrument | X | | | |
| 2.7 Minimizing Total Study Error (Sampling and Nonsampling) | X | | | |
| 2.8 Reviewing and Pretesting Data Collection Instruments, Forms, and Procedures | | X (pretest smaller than desirable) | | |
| 2.9 Preparing a Written Design | X | | | |
| 3.1 Preparing for Data Collection | X | | | |
| 3.2 Selecting and Training Data Collection Staff | | X (due to comprehensiveness of data collection and limited resources) | | |
| 3.3 Ethical Treatment of Data Providers | X | | | |
| 3.4 Minimizing Burden and Nonresponse | X | | | |
| 3.5 Implementing Data Collection Quality Control Procedures | X | | | |

*Four column headings from Evaluation *Standards*.

| SEDCAR Standard Number and Descriptor | The Standard was deemed applicable; and, to the extent feasible, was taken into account.* | The Standard was deemed applicable; but could not be taken into account. | The Standard was not deemed applicable. | Exception was taken to the Standard. |
|---|---|---|---|---|
| 3.6 Documenting Data Collections | X | | | |
| 4.1 Planning Systems Requirements | X | | | |
| 4.2 Designing Data Processing Systems | X | | | |
| 4.3 Developing Data Processing Systems | X | | | |
| 4.4 Testing Data Processing Systems | | | X (standard software) | |
| 4.5 Planning for Data Preparation | X | | | |
| 4.6 Preparing Data for Processing and Analysis | X | | | |
| 4.7 Maintaining Programs and Data Files | X | | | |
| 4.8 Documenting Data Processing Activities | | | X | |
| 4.9 Evaluating Data Processing Systems | | | X | |
| 5.1 Preparing an Analysis Plan | X | | | |
| 5.2 Developing Analysis Variables | X | | | |
| 5.3 Applying Appropriate Weights | | | X | |
| 5.4 Estimating Sampling and Nonsampling Errors | | | X | |
| 5.5 Determining Statistical Significance | X | | | |
| 6.1 Presenting Findings | X | | | |
| 6.2 Reviewing the Report | X | | | |
| 6.3 Releasing Data | X | | | |
| 6.4 Disseminating Data | X | | | |
| 6.5 Preparing Documentation and Technical Reports | X | | | |

Name: Kimberly S. Cowley (typed) Date: July 7, 2000

Kimberly S. Cowley (signature)

Position or Title: Research Associate

Agency: AEL, Inc.

Address: Post Office Box 1348, Charleston, WV 25325

Relation to Document: Author
(e.g., author of document, co-author, project director, project supervisor)

# Appendix B:
## Regional Summary by Survey

## REGIONAL SUMMARY: JUNE 2000

*Fairmont State College: GEAR UP Partnership Grant*
**7th Grade Student Survey**

**Identification Code:** 1/26/2000

Includes 26 schools in eight counties, with a total of 2,284 respondents.

*Please place a checkmark (✓) or write in your answer, as appropriate.*

1. How many brothers do you have? 30% 0 42% 1 18% 2 6% 3 2% 4 1% 5 1% 6 or more
   How many sisters do you have? 34% 0 40% 1 17% 2 6% 3 2% 4 1% 5 0% 6 or more

2. Counting yourself, how many people live in your home? Average of 4 per home (38%)

3. What do you want to be when you grow up? Top responses: Sports 12%, Doctor 10%, Teacher 7%, Undecided 7%

4. Do your parents want you to go to college? 81% Yes 2% No 17% Don't know

5. Do you want to go to college after high school? 77% Yes 7% No 16% Maybe
   If no, why not?
   - 26% Grades not good enough
   - 30% College isn't important to me
   - 20% Don't have the money
   - 25% Other (explain) Top responses: Going to military; Don't want to go

6. I am doing well (grade of A or B) in math. 60% Yes 40% No
   If no, why not? Top responses: Don't understand 25%; Not doing all assignments 13%; Too hard 9%

7. I am doing well (grade of A or B) in English. 72% Yes 28% No
   If no, why not? Top responses: Not doing all assignments 19%; Don't understand 9%; Too hard 8%

8. I am doing well (grade of A or B) in science. 74% Yes 26% No
   If no, why not? Top responses: Not doing all assignments 14%; Low test scores 13%; Have a C or D 11%

9. I am doing well (grade of A or B) in history. 73% Yes 27% No
   If no, why not? Top responses: Low test scores 16%; Not doing all assignments 11%; Don't understand 8%

10. I think I have good study skills. 75% Yes 25% No

11. I need help with some of my classes. 53% Yes 47% No
    Which classes? Top responses: Math 38%; English 17%; Science 16%; History 13%

12. I would be interested in attending an after-school tutoring or helping program, if one was offered. 39% Yes 61% No

13. I think I have the ability to go to college. 90% Yes 10% No

14. In school, I participate in sports. 52% Yes 48% No

15. In school, I participate in clubs. 48% Yes 52% No

16. In school, I participate in student government. 13% Yes 87% No

17. What is your favorite class in school and why? Top responses: Math 21%; Science 21%; Gym/P.E. 8%
    Combined reasons for top responses: Fun/Cool 21%; Like subject 12%; Like teacher 12%; Easy 12%

18. Do you use a computer for homework or school projects? 70% Yes 30% No

*Continue*

19. Have you taken a computer class at school? 75% Yes 25% No

| | | |
|---|---|---|
| 20. Do you have a computer at home? | 70% Yes | 30% No |
| If yes, do you have Internet access? | 77% Yes | 23% No |
| 21. Do your parents use a computer? | 72% Yes | 28% No |
| 22. Do you plan to take algebra before high school? | 73% Yes | 27% No |
| 23. Do you plan to take a foreign language? | 76% Yes | 24% No |
| 24. Do you plan to take calculus in high school? | 48% Yes | 52% No |
| 25. Do you plan to take trigonometry in high school? | 49% Yes | 51% No |
| 26. Do you plan to take physics in high school? | 65% Yes | 35% No |
| 27. Do you plan to take chemistry in high school? | 78% Yes | 22% No |
| 28. Do you plan to be living in WV when you're 30? | 48% Yes | 52% No |
| 29. Do you plan to be working in WV when you're 30? | 46% Yes | 54% No |
| 30. I would be interested in having a "college-type" mentor or buddy. | 68% Yes | 32% No |

| *Note: Check only one response for each of the remaining items.* | Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree |
|---|---|---|---|---|---|
| | (Highest percentages in blue print) | | | | |
| 31. I need more education or training after high school to get a satisfying job. | 3% | 7% | 24% | 32% | **33%** |
| 32. I want to make some money immediately after high school. | 1% | 4% | 15% | 38% | **42%** |
| 33. I plan to continue my education after high school, no matter what my career might be. | 3% | 4% | 24% | 28% | **40%** |
| 34. I can get a satisfying job without further education after high school. | 27% | **32%** | 24% | 12% | 4% |
| 35. Continuing my education after high school might help me decide what I want to do. | 3% | 6% | 16% | **50%** | 26% |
| 36. I am anxious to begin working in my career as soon as possible after high school. | 7% | 14% | **30%** | 27% | 22% |
| 37. The opinions and plans of my friends help me make decisions for after high school. | 14% | **27%** | **27%** | 26% | 5% |
| 38. Getting a job right after high school might help me decide what I want to do. | 7% | 16% | 30% | **37%** | 10% |
| 39. I won't be able to afford to continue my education after high school. | 28% | 27% | **33%** | 7% | 5% |
| 40. The opinions and plans of my family help me make decisions for after high school. | 5% | 12% | 20% | **44%** | 18% |

**Developed in partnership with AEL, Inc.**

*Fairmont State College: GEAR UP Partnership Grant*
**Student Survey**

**Identification Code:** 1/26/2000

Includes 26 schools in eight counties, with a total of 2,271 respondents.

*Please place a checkmark (✓) or write in your answer, as appropriate.*

## School and School Work

1. Who of the following usually helps you with your homework?

| | *Yes* | *No* |
|---|---|---|
| A teacher at your school | ☐58% | ☐42% |
| Your mother, father, or guardian | ☐89% | ☐11% |
| A tutor | ☐ 8% | ☐92% |
| Another adult in your home | ☐32% | ☐68% |
| Your brother or sister | ☐43% | ☐57% |
| A classmate or friend | ☐68% | ☐32% |
| Someone outside the school who charges a fee | ☐ 3% | ☐97% |
| Some other person (specify) Top responses: grandparents; aunts/uncles/cousins | ☐17% | ☐83% |

2. Compared with other students, how hard do you work in school?

| *Much less Hard* | *Not as Hard* | *Harder* | *Much Harder* |
|---|---|---|---|
| ☐ 5% | ☐32% | ☐51% | ☐12% |

3. What type of student do you consider yourself to be?

| *Poor* | *Fair* | *Good* | *Excellent* |
|---|---|---|---|
| ☐ 3% | ☐22% | ☐58% | ☐18% |

4. How important to your decisions about education is what each of the following people think?

| | *Not Impt.* | *Some Impt.* | *Very Impt.* |
|---|---|---|---|
| Parent(s) or guardian(s) | ☐ 2% | ☐15% | ☐83% |
| Teacher(s) | ☐ 9% | ☐41% | ☐50% |
| Guidance counselor(s) | ☐29% | ☐38% | ☐33% |
| Principal or assistant principal | ☐24% | ☐36% | ☐40% |
| Religious leader (minister, priest, rabbi, etc.) | ☐37% | ☐35% | ☐28% |
| Brother(s) or sister(s) | ☐31% | ☐38% | ☐31% |
| Friend(s) | ☐19% | ☐50% | ☐31% |
| Other (specify) Top responses: grandparents; aunts/uncles/cousins; other relatives | ☐49% | ☐15% | ☐37% |

## Plans for the Future

5. Do you think you will continue your education after high school (that is, go to college or a training program, etc.)?

| *Yes* | *No* | *Not Sure* |
|---|---|---|
| ☐75% | ☐ 4% | ☐21% |

6. From whom do you get most of your information about your options for continuing your education after high school?

| | *Yes* | *No* |
|---|---|---|
| Parent(s) or guardian(s) | ☐92% | ☐ 8% |
| Teacher(s) | ☐70% | ☐30% |
| Guidance counselor(s) | ☐29% | ☐71% |
| Principal or assistant principal | ☐30% | ☐70% |
| Religious leader (minister, priest, rabbi, etc.) | ☐20% | ☐80% |
| Brother(s) or sister(s) | ☐45% | ☐55% |
| Friend(s) | ☐56% | ☐44% |
| Other (specify) Top responses: grandparents; aunts/uncles/cousins; other relatives | ☐33% | ☐67% |

*Continue*

7. What is the highest level of education you think you will achieve?

| | |
|---|---|
| 8% ☐ | High school |
| 3% ☐ | Certificate program (less than two-year program) |
| 4% ☐ | Associates degree (AA) |
| 13% ☐ | Bachelors degree (BA) |
| 32% ☐ | Graduate degree (MA, Ph.D., law, MD) |
| 41% ☐ | Don't know |

8. What is the main reason you would not continue your education after high school?

| | |
|---|---|
| 25% ☐ | It costs too much, I cannot afford it |
| 11% ☐ | I need/want to work |
| 15% ☐ | My grades are not good enough |
| 8% ☐ | I'm just not interested |
| 2% ☐ | I have a disability (physical, learning, or emotional) |
| 12% ☐ | I want to join the military service |
| 10% ☐ | I want to start a family (or need to take care of my family) |
| 17% ☐ | Other (specify) Top responses: definitely will go to college; want to continue education; don't know |

**Knowledge about College**

9. Have you talked with your school counselor about the entrance requirements for college?

| *Yes* | *No* |
|---|---|
| ☐ 9% | ☐ 91% |

10. Have you heard of the following types of postsecondary schools?

| | *Yes* | *No* |
|---|---|---|
| Two-year or community college | ☐ 63% | ☐ 37% |
| Four-year college or university | ☐ 82% | ☐ 18% |
| Vocational, trade, or business school | ☐ 63% | ☐ 37% |
| Other school (specify) Top responses: technical; veterinary | ☐ 16% | ☐ 84% |

11. How important is an education beyond high school?

| *Don't Know* | *Not Impt.* | *Some Impt.* | *Very Impt.* |
|---|---|---|---|
| ☐ 6% | ☐ 3% | ☐ 15% | ☐ 76% |

12. On average, do you think college graduates earn more money than people without a college degree?

| *Yes* | *No* |
|---|---|
| ☐ 86% | ☐ 14% |

13. Do you think you will be able to afford to attend a four-year college or university after high school?

| *No Way* | *Doubt It* | *Not Sure* | *Probably* | *Definitely* |
|---|---|---|---|---|
| ☐ 5% | ☐ 8% | ☐ 25% | ☐ 40% | ☐ 22% |

14. Have you heard of the following sources of money for college? Do you think you are likely to get this type of aid?

| | *Heard of?* | | *Likely to get?* | |
|---|---|---|---|---|
| | *Yes* | *No* | *Yes* | *No* |
| Federal Pell grants | ☐ 22% | ☐ 78% | ☐ 21% | ☐ 79% |
| Federal student loans | ☐ 58% | ☐ 42% | ☐ 47% | ☐ 53% |
| Federal work-study | ☐ 29% | ☐ 71% | ☐ 28% | ☐ 72% |
| State scholarships | ☐ 77% | ☐ 23% | ☐ 58% | ☐ 42% |
| Institutional scholarships | ☐ 46% | ☐ 54% | ☐ 35% | ☐ 65% |
| Private/merit scholarships | ☐ 40% | ☐ 60% | ☐ 27% | ☐ 73% |
| Athletic scholarships | ☐ 82% | ☐ 18% | ☐ 51% | ☐ 49% |

15. Have you discussed the academic requirements for attending a four-year college with an adult at school this year?

| *Yes* | *No* |
|---|---|
| ☐ 21% | ☐ 79% |

**Your Family**

16. Have you discussed the academic requirements for attending a four-year college with any adults in your household this year?

| | *Yes* | *No* |
|---|---|---|
| | ☐45% | ☐55% |

17. Indicate how much education you think your mother (or female guardian) AND your father (or male guardian) want you to get.

| | *Mother* | *Father* |
|---|---|---|
| Less than high school graduation | ☐ 2% | ☐ 3% |
| High school graduation | ☐12% | ☐14% |
| Certificate program | ☐ 4% | ☐ 4% |
| Associates degree (AA) | ☐ 7% | ☐ 7% |
| Bachelors degree (BA) | ☐18% | ☐19% |
| Graduate degree (MA, Ph.D., law, MD) | ☐58% | ☐54% |

18. Did any of your family members attend or complete college?

| | *Yes* | *No* | *Not Sure* |
|---|---|---|---|
| Mother or female guardian | ☐37% | ☐45% | ☐18% |
| Father or male guardian | ☐31% | ☐48% | ☐21% |
| Brother(s) or sister(s) | ☐18% | ☐71% | ☐12% |
| Grandparent(s) | ☐27% | ☐24% | ☐49% |
| Other relative(s) | ☐55% | ☐ 8% | ☐36% |

**Background**

| | *Male* | *Female* |
|---|---|---|
| 19. What is your gender? | ☐50% | ☐50% |

20. When were you born? 1986 (41%); 1987 (53%)
Month Day Year

21. How do you describe yourself?

| | | | |
|---|---|---|---|
| 4% ☐ | American Indian or Alaska Native | 0% ☐ | Hispanic or Latino |
| 0% ☐ | Asian | 0% ☐ | Native Hawaiian or Other Pac. Islander |
| 1% ☐ | Black or African American | 89% ☐ | White |
| | | 6% ☐ | Other (specify) Top responses: Irish; American Indian/White |

**PLEASE STOP HERE. DO NOT COMPLETE THE FOLLOWING SECTION.**

**GEAR UP Participation**

22. During the past school year, how often did you attend each of the following activities provided by the GEAR UP program?

| | *Not Offered* | *Never* | *Few Times* | *Occa-sionally* | *Fre-quently* | *Every Day* |
|---|---|---|---|---|---|---|
| Tutoring in math | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Tutoring in English | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Tutoring in other academic subjects | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Tutoring for SAT, ACT, or other college exam | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other tutoring (specify) _____ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Computer-assisted lab, any type | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Mentoring | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Class at postsecondary institution (subject) _____ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Counseling/advising for college | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Counseling, personal | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Workshop on college preparation | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

*(list continues on next page)*

***Continue***

22. (continued)

| | *Not Offered* | *Never* | *Few Times* | *Occa-sionally* | *Fre-quently* | *Every Day* |
|---|---|---|---|---|---|---|
| Workshop on study skills | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Workshop on careers | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other workshop | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| College visit | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Job site visit | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Cultural event | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Some other type of visit | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Job shadowing | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| College student shadowing | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| College professional shadowing | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other shadowing (specify) _____ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| GEAR UP family activity | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

23. How satisfied are you with the services you received from the program for each of the following services?

| | *Did not Attend* | *Very Dissat.* | *Dissat-isfied* | *Satis-fied* | *Very Satisfied* |
|---|---|---|---|---|---|
| Tutoring | ☐ | ☐ | ☐ | ☐ | ☐ |
| Mentoring | ☐ | ☐ | ☐ | ☐ | ☐ |
| Class at postsecondary institution | ☐ | ☐ | ☐ | ☐ | ☐ |
| Counseling | ☐ | ☐ | ☐ | ☐ | ☐ |
| Workshops | ☐ | ☐ | ☐ | ☐ | ☐ |
| College campus visit | ☐ | ☐ | ☐ | ☐ | ☐ |
| Job site visit | ☐ | ☐ | ☐ | ☐ | ☐ |
| Cultural event | ☐ | ☐ | ☐ | ☐ | ☐ |
| College student shadowing | ☐ | ☐ | ☐ | ☐ | ☐ |
| College professional shadowing | ☐ | ☐ | ☐ | ☐ | ☐ |
| Family activity | ☐ | ☐ | ☐ | ☐ | ☐ |

24. As part of your participation in the GEAR UP program, have you received a 21st Century Scholar Certificate? *Yes* ☐ *No* ☐

(This certificate indicates how much financial assistance you may be eligible to receive from the federal government for college.)

25. Do you believe you will receive this assistance? *Yes* ☐ *No* ☐

26. Has receiving this certificate changed your plans about college? *Yes* ☐ *No* ☐

*Fairmont State College: GEAR UP Partnership Grant*
**Parent Survey**

**Identification Code:** 1/26/2000

__ __ __ - __ __ - __ __ __ __ - __ __ - __ __

Includes 26 schools in eight counties, with a total of 1,840 respondents.

**Instructions:** This survey is intended for the parents or guardians of the 7th grade student. It is very important to gather as much information as possible; therefore we need **both** parents or guardians to complete a copy of the survey. If this is a single-parent household, please disregard the second copy. Thanks for your participation!

*Please place a checkmark (✓) or write in your answer, as appropriate.*

## General Information

1. What is your relationship to the child who brought this survey home?
   - 0% ☐ Father or male guardian
   - 97% ☐ Mother or female guardian
   - 3% ☐ Other (specify) Top responses: grandmother; foster mother; stepmother

## Your Child

2. How many hours each week does your child spend on homework for each of the following subjects?

| | *None* | *1-3* | *4-6* | *Over 6* | *Not Taking* | *Don't Know* |
|---|---|---|---|---|---|---|
| English | ☐15% | ☐71% | ☐8% | ☐1% | ☐1% | ☐4% |
| Science | ☐16% | ☐71% | ☐7% | ☐1% | ☐1% | ☐5% |
| Math | ☐7% | ☐68% | ☐17% | ☐3% | ☐1% | ☐4% |
| History/Social Studies | ☐13% | ☐72% | ☐8% | ☐1% | ☐1% | ☐5% |
| All other subjects | ☐17% | ☐67% | ☐6% | ☐1% | ☐0% | ☐9% |

3. How often each week do you help your child with homework for each of the following subjects?

| | *Not Taking* | *Never* | *Occa-sionally* | *Fre-quently* | *Every Day* |
|---|---|---|---|---|---|
| English | ☐1% | ☐19% | ☐60% | ☐14% | ☐5% |
| Science | ☐1% | ☐22% | ☐59% | ☐13% | ☐5% |
| Math | ☐1% | ☐16% | ☐54% | ☐21% | ☐8% |
| History/Social Studies | ☐2% | ☐20% | ☐59% | ☐15% | ☐5% |
| All other subjects | ☐2% | ☐21% | ☐61% | ☐11% | ☐5% |

4. Compared with other students, how hard do you think your child works in school?

| *Much less Hard* | *Not as Hard* | *Harder* | *Much Harder* |
|---|---|---|---|
| ☐5% | ☐37% | ☐48% | ☐9% |

5. What type of student do you consider your child to be?

| *Poor* | *Fair* | *Good* | *Excellent* |
|---|---|---|---|
| ☐3% | ☐20% | ☐46% | ☐32% |

6. Have you talked with your child's school counselor about high school graduation requirements?

| *Yes* | *No* |
|---|---|
| ☐4% | ☐96% |

7. Do you feel you have enough information about college graduation requirements?

| *Yes* | *No* |
|---|---|
| ☐25% | ☐75% |

*Continue* ➡

8. How often do you meet with your child's teachers?

| *Never* | *Once* | *Few Times* | *Occa-sionally* | *Fre-quently* |
|---|---|---|---|---|
| ☐26% | ☐17% | ☐30% | ☐22% | ☐ 4% |

9. In general, what is the major purpose of the meeting?

- 11% ☐ To discuss problems with specific homework assignments
- 8% ☐ To discuss behavioral problems
- 69% ☐ To discuss overall academic performance/progress
- 2% ☐ To discuss child's preparation for education beyond high school
- 10% ☐ Other (specify) Top responses: to meet teacher; parent/teacher conferences

10. Are you involved in any activities at your child's school?

| *Yes* | *No* |
|---|---|
| ☐30% | ☐70% |

11. How satisfied are you with the education your child is currently receiving?

| *Very Dissat.* | *Dissat-isfied* | *Satis-fied* | *Very Satisfied* |
|---|---|---|---|
| ☐ 2% | ☐14% | ☐72% | ☐12% |

**Knowledge About College**

12. Have you talked with your child's school counselor about the entrance requirements for college?

| *Yes* | *No* |
|---|---|
| ☐ 1% | ☐99% |

13. Are you familiar with the entrance requirements for each of the following schools?

| | *Yes* | *No* |
|---|---|---|
| Two-year college | ☐26% | ☐74% |
| Four-year college or university | ☐29% | ☐71% |
| Vocational, trade, or business school | ☐24% | ☐76% |
| Other (specify) Top responses: graduate school | ☐ 9% | ☐91% |

14. Have you talked with your child about attending college?

| *Yes* | *No* |
|---|---|
| ☐85% | ☐15% |

15. Have you visited any college campuses with your child?

| *Yes* | *No* |
|---|---|
| ☐14% | ☐86% |

16. How much do you think it will cost for your child to attend each of the following types of institutions for one year?

| | |
|---|---|
| Community college or two-year public institution | $ 8,379 average estimate |
| Four-year *public* college or university | $ 23,522 average estimate |
| Four-year *private* college or university | $ 30,116 average estimate |

17. Have you saved any money for your child's college education?

| *Yes* | *No* |
|---|---|
| ☐34% | ☐66% |

18. Do you think your child would be able to afford to attend a four-year college or university after high school?

| *No Way* | *Doubt It* | *Not Sure* | *Prob-ably* | *Defi-nitely* |
|---|---|---|---|---|
| ☐ 8% | ☐12% | ☐35% | ☐30% | ☐15% |

19. Has your child applied to any colleges for next year?

| *No, too Young* | *No, not Going* | *Yes, 2-Year* | *Yes, 4-Year* |
|---|---|---|---|
| ☐98% | ☐ 2% | ☐ 0% | ☐ 0% |

20. Do you think your child is likely to qualify for the following sources of money for education beyond high school?

| | *Yes* | *No* | *Don't Know* |
|---|---|---|---|
| Federal Pell grants | ☐32% | ☐11% | ☐56% |
| Federal student loans | ☐48% | ☐6% | ☐45% |
| Federal work-study | ☐31% | ☐9% | ☐60% |
| State scholarships | ☐29% | ☐10% | ☐61% |
| Institutional scholarships | ☐23% | ☐12% | ☐65% |
| Private/merit scholarships | ☐22% | ☐14% | ☐65% |
| Athletic scholarships | ☐15% | ☐28% | ☐57% |

21. Which of the following free courses or parent workshops would you attend if they were offered at a convenient time for you? (Free transportation can also be provided.)

| | *Yes* | *No* |
|---|---|---|
| Understanding Computers and the Internet | ☐65% | ☐35% |
| A Brush-Up Course for Parents in Basic Math | ☐39% | ☐61% |
| A Brush-Up Course for Parents in Basic English | ☐30% | ☐70% |
| A Brush-Up Course for Parents in Spelling | ☐21% | ☐79% |
| A Brush-Up Course for Parents in Writing | ☐22% | ☐78% |
| A Brush-Up Course for Parents in Speaking | ☐20% | ☐80% |
| Preparing for College - A Parent's Course | ☐52% | ☐48% |
| Understanding College Requirements | ☐59% | ☐41% |
| Understanding Financial Aid and Scholarships | ☐69% | ☐31% |
| Preparing to Take the GED | ☐17% | ☐83% |
| Understanding the Teenage Years | ☐52% | ☐48% |
| How to Help Kids Study | ☐55% | ☐45% |
| How to Know the Signs of a Troubled Teen | ☐57% | ☐43% |
| Others (specify) Top responses: Computers; Communicating with kids | ☐16% | ☐84% |
| | ☐11% | ☐89% |

22. Do you have a computer at home?

| *Yes* | *No* |
|---|---|
| ☐69% | ☐31% |

**Background**

23. What is your gender?

| *Male* | *Female* |
|---|---|
| ☐ 0% | ☐100% |

24. What is the highest level of education you have obtained?

| *High School* | *Certificate* | *Associates* | *Bachelors* | *Masters* | *Doctorate* |
|---|---|---|---|---|---|
| ☐62% | ☐15% | ☐10% | ☐ 8% | ☐ 5% | ☐ 0% |

25. Are there any other adults in your household?

| *Yes* | *No* |
|---|---|
| 87% ☐ | 13% ☐ (If no, skip to Question 27) |

26. What is the highest level of education of another adult in your household?

| *High School* | *Certificate* | *Associates* | *Bachelors* | *Masters* | *Doctorate* |
|---|---|---|---|---|---|
| ☐68% | ☐10% | ☐ 6% | ☐10% | ☐ 4% | ☐ 1% |

27. Is anyone in your household currently attending college?

| *Yes* | *No* |
|---|---|
| ☐12% | ☐88% |

*Continue*

28. How do you describe yourself?

| | | | |
|---|---|---|---|
| 2% ☐ | American Indian or Alaska Native | 0% ☐ | Hispanic or Latino |
| 0% ☐ | Asian | 0% ☐ | Native Hawaiian or Other Pac. Islander |
| 1% ☐ | Black or African American | 96% ☐ | White |
| | | 1% ☐ | Other (specify) Top responses: American, American Indian/White |

**PLEASE STOP HERE. DO NOT COMPLETE THE FOLLOWING SECTION.**

**GEAR UP Participation**

29. How often have you attended each of the following types of GEAR UP events?

| | *Did not Attend* | *Few Times* | *Occa-sionally* | *Fre-quently* | *Every Day* |
|---|---|---|---|---|---|
| Class at postsecondary institution (subject) _____ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Counseling/advising for college | ☐ | ☐ | ☐ | ☐ | ☐ |
| Counseling, personal | ☐ | ☐ | ☐ | ☐ | ☐ |
| Workshop on college preparation | ☐ | ☐ | ☐ | ☐ | ☐ |
| Workshop on study skills | ☐ | ☐ | ☐ | ☐ | ☐ |
| Workshop on careers | ☐ | ☐ | ☐ | ☐ | ☐ |
| Some other workshop | ☐ | ☐ | ☐ | ☐ | ☐ |
| College visit | ☐ | ☐ | ☐ | ☐ | ☐ |
| Cultural event | ☐ | ☐ | ☐ | ☐ | ☐ |
| Some other type of visit | ☐ | ☐ | ☐ | ☐ | ☐ |
| Family activity | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other (specify) | ☐ | ☐ | ☐ | ☐ | ☐ |

30. How often do you speak with GEAR UP staff about your child?

| *Never* | *Once Twice* | *Few Times* | *Occa-sionally* | *Fre-quently* |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ |

31. As part of your child's participation in the program, has he/she received a 21st Century Scholar Certificate?

*Yes* ☐ *No* ☐ (If no, skip to Question 34)

(This certificate indicates how much financial assistance your child may be eligible to receive from the federal government for college.)

| | *Yes* | *No* |
|---|---|---|
| 32. Do you believe your child will receive this assistance? | ☐ | ☐ |
| 33. Has receiving this certificate changed your child's plans about college? | ☐ | ☐ |

34. In general, how satisfied are you with the GEAR UP project?

| *Very Dissat.* | *Dissat-isfied* | *Satis-fied* | *Very Satisfied* |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |

*Fairmont State College: GEAR UP Partnership Grant*
**Parent Survey**

**Identification Code:** 1/26/2000

__ __ __ - __ __ - __ __ __ __ - __ __ - __ __

Includes 26 schools in eight counties, with a total of 1,464 respondents.

**Instructions:** This survey is intended for the parents or guardians of the 7th grade student. It is very important to gather as much information as possible; therefore we need **both** parents or guardians to complete a copy of the survey. If this is a single-parent household, please disregard the second copy. Thanks for your participation!

*Please place a checkmark (✓) or write in your answer, as appropriate.*

**General Information**

1. What is your relationship to the child who brought this survey home?
   - 97% ☐ Father or male guardian
   - 0% ☐ Mother or female guardian
   - 3% ☐ Other (specify) Top responses: stepfather; grandfather

**Your Child**

2. How many hours each week does your child spend on homework for each of the following subjects?

| | *None* | *1-3* | *4-6* | *Over 6* | *Not Taking* | *Don't Know* |
|---|---|---|---|---|---|---|
| English | ☐15% | ☐67% | ☐7% | ☐2% | ☐1% | ☐9% |
| Science | ☐15% | ☐68% | ☐7% | ☐1% | ☐1% | ☐9% |
| Math | ☐8% | ☐65% | ☐16% | ☐4% | ☐0% | ☐8% |
| History/Social Studies | ☐14% | ☐67% | ☐7% | ☐1% | ☐1% | ☐9% |
| All other subjects | ☐17% | ☐62% | ☐6% | ☐1% | ☐0% | ☐13% |

3. How often each week do you help your child with homework for each of the following subjects?

| | *Not Taking* | *Never* | *Occa-sionally* | *Fre-quently* | *Every Day* |
|---|---|---|---|---|---|
| English | ☐1% | ☐34% | ☐53% | ☐9% | ☐3% |
| Science | ☐1% | ☐30% | ☐57% | ☐10% | ☐3% |
| Math | ☐1% | ☐21% | ☐56% | ☐17% | ☐5% |
| History/Social Studies | ☐2% | ☐30% | ☐56% | ☐10% | ☐3% |
| All other subjects | ☐2% | ☐31% | ☐56% | ☐8% | ☐3% |

4. Compared with other students, how hard do you think your child works in school?

| *Much less Hard* | *Not as Hard* | *Harder* | *Much Harder* |
|---|---|---|---|
| ☐4% | ☐34% | ☐54% | ☐9% |

5. What type of student do you consider your child to be?

| *Poor* | *Fair* | *Good* | *Excellent* |
|---|---|---|---|
| ☐2% | ☐17% | ☐48% | ☐33% |

6. Have you talked with your child's school counselor about high school graduation requirements?

| *Yes* | *No* |
|---|---|
| ☐4% | ☐96% |

7. Do you feel you have enough information about college graduation requirements?

| *Yes* | *No* |
|---|---|
| ☐24% | ☐76% |

*Continue*

8. How often do you meet with your child's teachers?

| *Never* | *Once* | *Few Times* | *Occa-sionally* | *Fre-quently* |
|---|---|---|---|---|
| ☐47% | ☐13% | ☐24% | ☐14% | ☐ 2% |

9. In general, what is the major purpose of the meeting?

- 9% ☐ To discuss problems with specific homework assignments
- 9% ☐ To discuss behavioral problems
- 66% ☐ To discuss overall academic performance/progress
- 3% ☐ To discuss child's preparation for education beyond high school
- 13% ☐ Other (specify) Top responses: to meet teacher; parent/teacher conferences

10. Are you involved in any activities at your child's school?

| *Yes* | *No* |
|---|---|
| ☐24% | ☐76% |

11. How satisfied are you with the education your child is currently receiving?

| *Very Dissat.* | *Dissat-isfied* | *Satis-fied* | *Very Satisfied* |
|---|---|---|---|
| ☐ 3% | ☐13% | ☐75% | ☐ 9% |

**Knowledge About College**

12. Have you talked with your child's school counselor about the entrance requirements for college?

| *Yes* | *No* |
|---|---|
| ☐ 2% | ☐98% |

13. Are you familiar with the entrance requirements for each of the following schools?

| | *Yes* | *No* |
|---|---|---|
| Two-year college | ☐25% | ☐75% |
| Four-year college or university | ☐28% | ☐72% |
| Vocational, trade, or business school | ☐24% | ☐76% |
| Other (specify) Top response: military | ☐ 9% | ☐91% |

14. Have you talked with your child about attending college?

| *Yes* | *No* |
|---|---|
| ☐76% | ☐24% |

15. Have you visited any college campuses with your child?

| *Yes* | *No* |
|---|---|
| ☐12% | ☐88% |

16. How much do you think it will cost for your child to attend each of the following types of institutions for one year?

| | |
|---|---|
| Community college or two-year public institution | $ 16,278 average estimate |
| Four-year *public* college or university | $ 81,386 average estimate |
| Four-year *private* college or university | $ 30,392 average estimate |

17. Have you saved any money for your child's college education?

| *Yes* | *No* |
|---|---|
| ☐36% | ☐64% |

18. Do you think your child would be able to afford to attend a four-year college or university after high school?

| *No Way* | *Doubt It* | *Not Sure* | *Prob-ably* | *Defi-nitely* |
|---|---|---|---|---|
| ☐ 8% | ☐11% | ☐35% | ☐32% | ☐14% |

19. Has your child applied to any colleges for next year?

| *No, too Young* | *No, not Going* | *Yes, 2-Year* | *Yes, 4-Year* |
|---|---|---|---|
| ☐99% | ☐ 1% | ☐ 0% | ☐ 0% |

20. Do you think your child is likely to qualify for the following sources of money for education beyond high school?

| | *Yes* | *No* | *Don't Know* |
|---|---|---|---|
| Federal Pell grants | ☐30% | ☐11% | ☐59% |
| Federal student loans | ☐46% | ☐6% | ☐48% |
| Federal work-study | ☐30% | ☐9% | ☐61% |
| State scholarships | ☐32% | ☐9% | ☐59% |
| Institutional scholarships | ☐26% | ☐10% | ☐64% |
| Private/merit scholarships | ☐24% | ☐12% | ☐64% |
| Athletic scholarships | ☐16% | ☐25% | ☐59% |

21. Which of the following free courses or parent workshops would you attend if they were offered at a convenient time for you? (Free transportation can also be provided.)

| | *Yes* | *No* |
|---|---|---|
| Understanding Computers and the Internet | ☐49% | ☐51% |
| A Brush-Up Course for Parents in Basic Math | ☐28% | ☐72% |
| A Brush-Up Course for Parents in Basic English | ☐21% | ☐79% |
| A Brush-Up Course for Parents in Spelling | ☐18% | ☐82% |
| A Brush-Up Course for Parents in Writing | ☐16% | ☐84% |
| A Brush-Up Course for Parents in Speaking | ☐16% | ☐84% |
| Preparing for College - A Parent's Course | ☐36% | ☐64% |
| Understanding College Requirements | ☐40% | ☐60% |
| Understanding Financial Aid and Scholarships | ☐52% | ☐48% |
| Preparing to Take the GED | ☐14% | ☐86% |
| Understanding the Teenage Years | ☐34% | ☐66% |
| How to Help Kids Study | ☐39% | ☐61% |
| How to Know the Signs of a Troubled Teen | ☐39% | ☐61% |
| Others (specify) Top responses: Computers: | ☐12% | ☐88% |
| Communicating with teens | ☐ 7% | ☐93% |

22. Do you have a computer at home?

| *Yes* | *No* |
|---|---|
| ☐71% | ☐29% |

**Background**

23. What is your gender?

| *Male* | *Female* |
|---|---|
| ☐100% | ☐ 0% |

24. What is the highest level of education you have obtained?

| *High School* | *Certificate* | *Associates* | *Bachelors* | *Masters* | *Doctorate* |
|---|---|---|---|---|---|
| ☐67% | ☐11% | ☐ 6% | ☐10% | ☐ 5% | ☐ 2% |

25. Are there any other adults in your household?

| *Yes* | *No* |
|---|---|
| 92% ☐ | 8% ☐ (If no, skip to Question 27) |

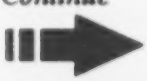
26. What is the highest level of education of another adult in your household?

| *High School* | *Certificate* | *Associates* | *Bachelors* | *Masters* | *Doctorate* |
|---|---|---|---|---|---|
| ☐64% | ☐12% | ☐ 9% | ☐10% | ☐ 5% | ☐ 0% |

27. Is anyone in your household currently attending college?

| *Yes* | *No* |
|---|---|
| ☐12% | ☐88% |

***Continue***



28. How do you describe yourself?

| | | | |
|---|---|---|---|
| 2% ☐ | American Indian or Alaska Native | 0% ☐ | Hispanic or Latino |
| 0% ☐ | Asian | 0% ☐ | Native Hawaiian or Other Pac. Islander |
| 1% ☐ | Black or African American | 94% ☐ | White |
| | | 2% ☐ | Other (specify) Top response: American |

**PLEASE STOP HERE. DO NOT COMPLETE THE FOLLOWING SECTION.**

**GEAR UP Participation**

| 29. How often have you attended each of the following types of GEAR UP events? | *Did not Attend* | *Few Times* | *Occa-sionally* | *Fre-quently* | *Every Day* |
|---|---|---|---|---|---|
| Class at postsecondary institution (subject) _____ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Counseling/advising for college | ☐ | ☐ | ☐ | ☐ | ☐ |
| Counseling, personal | ☐ | ☐ | ☐ | ☐ | ☐ |
| Workshop on college preparation | ☐ | ☐ | ☐ | ☐ | ☐ |
| Workshop on study skills | ☐ | ☐ | ☐ | ☐ | ☐ |
| Workshop on careers | ☐ | ☐ | ☐ | ☐ | ☐ |
| Some other workshop | ☐ | ☐ | ☐ | ☐ | ☐ |
| College visit | ☐ | ☐ | ☐ | ☐ | ☐ |
| Cultural event | ☐ | ☐ | ☐ | ☐ | ☐ |
| Some other type of visit | ☐ | ☐ | ☐ | ☐ | ☐ |
| Family activity | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other (specify) _____ | ☐ | ☐ | ☐ | ☐ | ☐ |

| 30. How often do you speak with GEAR UP staff about your child? | *Never* | *Once Twice* | *Few Times* | *Occa-sionally* | *Fre-quently* |
|---|---|---|---|---|---|
| | ☐ | ☐ | ☐ | ☐ | ☐ |

| 31. As part of your child's participation in the program, has he/she received a 21st Century Scholar Certificate? | *Yes* | *No* |
|---|---|---|
| | ☐ | ☐ (If no, skip to Question 34) |

(This certificate indicates how much financial assistance your child may be eligible to receive from the federal government for college.)

| | *Yes* | *No* |
|---|---|---|
| 32. Do you believe your child will receive this assistance? | ☐ | ☐ |

| 33. Has receiving this certificate changed your child's plans about college? | *Yes* | *No* |
|---|---|---|
| | ☐ | ☐ |

| 34. In general, how satisfied are you with the GEAR UP project? | *Very Dissat.* | *Dissat-isfied* | *Satis-fied* | *Very Satisfied* |
|---|---|---|---|---|
| | ☐ | ☐ | ☐ | ☐ |

# Appendix C:
## Brief Explanatory Comments on Significant Chi-Square Items from the AEL/FSC Student Survey

Brief Explanatory Comments on Significant
Chi-Square Items from the AEL/FSC Student Survey

- Items 4 and 5: Barbour County students had the lowest levels of agreement for believing that their parents wanted them to go to college (72%) and for their own desire to attend college (66%); Monongalia County students had the highest levels of agreement (90% and 86% respectively).

- Item 6: Taylor County students showed the least amount of agreement that they were doing well in math (40%); Randolph County (72%) and Monongalia County (71%) students reported the most agreement.

- Item 7: Preston County (59%) and Barbour County (60%) students reported the lowest levels of agreement that they were doing well in English; Monongalia County students reported the highest level of agreement (81%), followed closely by Harrison County and Taylor County students (79% each).

- Item 8: Harrison County students had the lowest level of agreement that they were doing well in science (64%); Randolph County students reported the most agreement (92%).

- Item 9: Marion County (67%) and Harrison County (68%) students showed the least amount of agreement that they were doing well in history; Monongalia County students reported the most agreement (85%).

- Item 10: Taylor County students were the least inclined to believe that they were good students (66%); Monongalia County (81%) and Doddridge County (80%) students had the highest levels of agreement.

- Item 11: Randolph County students indicated the least need for help with their classes (37%); Taylor County students felt the greatest need for assistance (71%).

- Item 12: Randolph County students were least interested in attending an after-school tutoring program (26%); Preston County (46%), Marion County (45%), and Barbour County (44%) students were most interested.

- Item 13: Taylor County students were least sure that they had the ability to go to college (83%); Monongalia County (93%), Doddridge County (92%), and Harrison County (91%) students were most sure that they had the required ability. This item reflected the highest levels of agreement among the 26 items with significant chi-square values.

- Item 14: Monongalia County (44%) and Harrison County (46%) students were least active in sports participation; Doddridge County students were most active (66%).

- Item 15: Taylor County (30%) and Barbour County (31%) students were least active in club participation; Doddridge County students were most active (67%).

- Item 16: Taylor County (6%) and Harrison County (7%) students were least active in student government; Preston County (19%) and Marion County (18%) students were most active. This item reflected the lowest levels of agreement among the 26 items with significant chi-square values.

- Item 18: Barbour County (65%), Randolph County (65%), Doddridge County (67%), and Harrison County (67%) students all reported the lowest percentages of agreement that they used a computer for homework or school projects; Monongalia County students reported the highest percentage (82%).

- Item 19: Marion County students reported the lowest percentage of having taken a computer class at school (50%); Doddridge County (90%) and Harrison County (88%) students had the highest percentages.

- Item 20: Barbour County students were least likely to have a computer at home (63%); Monongalia County (88%) and Taylor County (75%) students were most likely. Of those students who reported having a computer at home, Barbour County (73%), Doddridge County (54%), and Preston County (55%) students had the lowest percentages of Internet access; again Monongalia County (68%) and Taylor County (67%) students had the highest percentages.

- Item 22: Doddridge County students were least likely to take algebra before high school (51%); Preston County students were most likely (81%).

- Items 23, 24, and 25: Doddridge County students were least likely to take a foreign language (53%), calculus (37%), or trigonometry (36%); Monongalia County students were most likely (86%, 61%, and 60%, respectively).

- Item 26: Barbour County (54%) and Doddridge County (56%) students were least likely to take physics in high school; Randolph County (72%) and Monongalia County (70%) students were most likely.

- Item 27: Barbour County and Doddridge County students (72% each) were least likely to take chemistry in high school; Randolph County students were most likely (84%).

- Item 28: Monongalia County (40%) and Randolph County (42%) students had the lowest levels of agreement for planning to be living in West Virginia when they were 30; Harrison County students had the highest percentage (55%).

- Item 29: Monongalia County students had the lowest level of agreement for planning to be working in West Virginia when they were 30 (39%); Harrison County (52%) and Doddridge County (50%) students had the highest percentages.

- Item 30: Randolph County students were least interested in having a mentor (58%); Monongalia County students were most interested (76%).

# Appendix D:
## Brief Explanatory Comments on Significant Chi-Square Items from the Federal Student Survey

Brief Explanatory Comments on Significant
Chi-Square Items from the Federal Student Survey

- Item 1a: Students from five counties had almost identical lowest levels of agreement that a teacher usually helped them with their homework (Doddridge and Taylor, 53%; Harrison and Preston, 54%; and Marion, 55%); Monongalia County students reported the highest level of agreement (69%).

- Item 1f: Marion County and Taylor County students (62% each) had the lowest levels of agreement that a classmate or friend usually helped them with their homework; Doddridge County (75%) and Randolph County (74%) students reported the highest levels of agreement.

- Item 1h: Harrison County (12%) and Taylor County (14%) students had the lowest levels of agreement that some other person usually helped them with their homework; Doddridge County and Monongalia County students (21% each) reported the highest levels of agreement.

- Item 5: Barbour County students were least likely to think that they would continue their education after high school (62%); Doddridge County and Monongalia County students (81% each) had the highest levels of agreement.

- Item 6b: Doddridge County students had the lowest level of agreement that they received information about continuing education from a teacher (50%); Monongalia County students showed the highest level of agreement (85%).

- Item 6c: Doddridge County students (17%) and Barbour County(19%) students had the lowest levels of agreement that they received information about continuing education from a guidance counselor; Marion County (38%) and Randolph County (36%) students had the highest levels of agreement.

- Item 6d: Doddridge County students had the lowest level of agreement that they received information about continuing education from a principal or assistant principal (13%); Monongalia County students had the highest level of agreement (37%).

- Item 6e: Barbour County students had the lowest level of agreement that they received information about continuing education from a religious leader (10%); Marion County students had the highest level of agreement (25%).

- Item 6h: Barbour County students had the lowest level of agreement that they received information about continuing education from some other person (22%); Doddridge County (46%) and Monongalia County (45%) students had the highest levels of agreement.

- Item 9: Barbour County (3%), Harrison County and Monongalia County (4% each), and Doddridge County (5%) students had the lowest levels of agreement that they had talked with their school counselor about the entrance requirements for college; Marion County (18%) and

Randolph County (17%) students had the highest levels of agreement. This item reflected the lowest levels of agreement among the 23 items with significant chi-square values.

- Items 10a and 10b: Taylor County students had the lowest levels of agreement that they had heard of two-year or four-year colleges (42% and 75%, respectively); Monongalia County students had the highest levels of agreement (77% and 91%, respectively).

- Item 10c: Doddridge County students had the lowest level of agreement that they had heard of vocational or business schools (51%); Monongalia County students had the highest level of agreement (81%).

- Item 14e1: Barbour County students reported the least awareness of institutional scholarships (34%); Monongalia County (53%) and Marion County (52%) students had the highest levels of agreement.

- Item 14g1: Preston County (78%) and Harrison County (80%) students reported the least awareness of athletic scholarships; Monongalia County students had the highest level of agreement (92%). This item reflected the highest levels of agreement among the 23 items with significant chi-square values.

- Item 14e2: Barbour County students perceived themselves as least likely to receive institutional scholarships (25%); Monongalia County (42%) and Marion County(40%) students had the highest levels of agreement.

- Item 15: Doddridge County (16%), Barbour County and Harrison County (17% each), and Preston County (18%) students had the lowest levels of agreement for having discussed academic requirements for attending a four-year college with an adult at school; Monongalia County students had the highest level of agreement (40%).

- Item 16: Barbour County students had the lowest level of agreement that they had discussed academic requirements for attending a four-year college with an adult in their home (33%); Marion County and Monongalia County (56% each) students reported the highest levels of agreement.

- Item 18a: Doddridge County (28%) and Barbour County and Taylor County (30% each) students reported the least agreement that their mother or female guardian had attended or completed college; Marion County (43%) and Monongalia County (42%) students had the highest levels of agreement.

- Item 18b: Barbour County students reported the least agreement that their father or male guardian had attended or completed college (22%); Marion (34%) and Harrison, Monongalia, and Randolph (33% each) students had the highest levels of agreement.

- Item 18c: Doddridge County students had the lowest level of agreement that a brother or sister had attended or completed college (10%); Randolph County (22%) and Monongalia County (21%) students had the highest levels of agreement:

- Item 18d: Barbour County (20%), Monongalia County (21%), and Doddridge County (22%) students reported the least agreement that a grandparent had attended or completed college; Harrison County (31%), Randolph County (30%), and Marion County (29%) students had the highest levels of agreement.

- Item 18e: Barbour County (48%) and Taylor County (50%) students had the lowest levels of agreement that some other relative had attended or completed college; Monongalia County (61%) and Marion County (59%) students had the highest levels of agreement.

# Appendix E:
## Brief Explanatory Comments on Significant Chi-Square Items from the Federal Parent Surveys

Brief Explanatory Comments on Significant
Chi-Square Items from the Federal Parent Surveys

- Item 10: Harrison County mothers were least involved in activities at their child's school (22%); Preston County mothers reported most involvement (37%).

- Item 13a: Barbour County mothers were least familiar with the entrance requirements for a two-year college (20%); Harrison County mothers were most familiar (31%).

- Item 17: Barbour County mothers were least likely to have saved any money for their child's college education (23%); Monongalia County mothers were most likely (39%).

- Item 20d: Doddridge County mothers were least confident that their child would qualify for state scholarships (17%); Randolph County mothers were most confident (37%).

- Item 20e: Doddridge County mothers were least confident that their child would qualify for institutional scholarships (15%); Randolph County mothers were most confident (27%).

- Item 20f: Doddridge County mothers were least confident that their child would qualify for merit scholarships (11%); Monongalia County mothers were most confident (28%).

- Item 21b: Preston County fathers (19%) and Doddridge County mothers (31%) were least interested in a workshop on basic math; Barbour County fathers and mothers (38% and 48%, respectively) were most interested in this topic.

- Item 21c: Doddridge County mothers were least interested in a workshop on basic English (22%); Barbour County mothers were most interested (38%).

- Item 21k: Doddridge County mothers were least interested in a workshop on understanding the teenage years (32%); Monongalia County mothers were most interested (60%).

- Item 21l: Doddridge County mothers were least interested in a workshop on how to help kids study (44%); Taylor County mothers were most interested (63%).

- Item 21n: Monongalia County fathers were least interested in other workshop topics (4%); Doddridge County fathers were most interested (29%). This item reflected the lowest levels of agreement among the 13 items with significant chi-square values.

- Item 22: Barbour County mothers were least likely to have a computer at home (60%); Marion County mothers were most likely (74%). This item reflected the highest levels of agreement among the 13 items with significant chi-square values.